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California High School Exit Examination (CAHSEE): Year 4 Evaluation Report

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Independent Evaluation of the California High School Exit Examination (CAHSEE): Year 4 Evaluation Report

EXECUTIVE SUMMARY

California has just concluded the third year of administering its High School Exit Examination. The requirement that students pass a graduation exam in mathematics and English-language arts (ELA) beginning with the Class of 2004 was established by Senate Bill (SB)-2X passed in 1999 and written into the California Education Code as Chapter 8, Section 60850. This section of the code was further modified through the passage of Assembly Bill (AB) 1609 in 2002. The revised legislation that gave the State Board of Education (the Board) authority to postpone the CAHSEE requirement was based in part on a mandated study of the extent to which both test development and standards-based instruction met the criteria for this type of examination. The study report was issued on May 1, 2003 (Wise et al., May 2003). In July of this year, after the completion of the 2002–03 CAHSEE testing, the Board voted to defer the CAHSEE requirement until 2006.

The legislation that authorized the graduation exam also specified an independent evaluation of the CAHSEE. The California Department of Education (CDE) awarded a contract for this evaluation to the Human Resources Research Organization (HumRRO). HumRRO's efforts focus on analyses of data from tryouts of test questions and from the annual administrations of the CAHSEE, and report on trends in pupil performance and retention, graduation, dropout, and college attendance rates. The legislation also specified that evaluation reporting will include recommendations for improving the quality, fairness, validity, and reliability of the examination. This document meets the contract requirement for a report of activities and findings during the fourth year of the evaluation. Our report examines results beyond those reported in the legislatively mandated January 2002 report covering the 2001 CAHSEE administration (Wise, Sipes, Harris, George, Ford, & Sun, 2002) and in the subsequent report (Wise et al., June 2002).

Test Development, Administration, and Scoring

When the Legislature passed AB 1609 in 2002, it mandated specific changes to the CAHSEE, including a special study of the extent to which the development of the CAHSEE and standards-based instruction met the requirements for a high school graduation test. Evaluation activities were expanded to meet the requirements for this study. A detailed description of the study, along with findings and recommendations, were included in a report to the Board issued May 1 and are not repeated in the present report (Wise et al., May 2003, http://www.cde.ca.gov/statetests/cahsee/eval/AB1609/index.html).

Year 4 evaluation activities summarized in the current report include:

Review of Test Developer Plans and Reports. HumRRO continued to monitor test development activities and reports. These included changes to test administration procedures, equating alternate forms, and changes to reporting procedures.

Analysis of Operational CAHSEE Data. HumRRO analyzed results from the six operational administrations of CAHSEE from July 2002 through May 2003. These included continued administration to 11th graders in the Class of 2004 who had not yet passed one or both parts of the CAHSEE and a census administration to 10th graders in the Class of 2005. Results from the analyses of student test results are described in Chapter 2 of this report. Additional analyses of student responses to survey questions are described in Chapter 3.

Longitudinal Surveys of District and School Sample Personnel. The annual survey of a longitudinal representative sample of 24 districts and approximately 90 of their high schools continued for the fourth consecutive year; one district's refusal required replacement of that district, including three schools. The surveys, which were administered to principals and English-language arts and mathematics teachers, provided a continuing look at schools' perspectives of the impact of the CAHSEE on their programs. In addition, testing coordinators were surveyed for the second year to identify problems with the administration of the CAHSEE. Results from these analyses are described in Chapter 4 of this report.

Findings and Recommendations

The main findings and recommendations stemming from Year 4 evaluation activities are presented in Chapter 5. In brief, the general findings are as follows:

General Finding 1. While precise comparisons are not possible, by the end of 10th grade passing rates for students in the Class of 2005 were slightly lower than passing rates for students in the Class of 2004.

General Finding 2: Available evidence indicates that the CAHSEE has not led to any increase in dropout rates. In fact enrollment declines from 10th to 11th grade for the Class of 2004 were significantly lower than declines for prior high school classes.

General Finding 3: More students in the Class of 2005 believed that the CAHSEE was important to them compared to Class of 2004 students when they were in the 10th grade. Slightly more said they did as well as they could on the exam. Expectations for graduation and post-high school plans were largely unchanged for the Class of 2005 in comparison to the Class of 2004.

General Finding 4: Schools are continuing efforts to ensure that the California academic content standards are covered in instruction and to provide support for students who need additional help in mastering these standards. Many programs that were in the planning stages or only partially implemented a year ago have now been fully implemented.

General Finding 5: Teacher and principal expectations for the impact of CAHSEE on students are largely unchanged from prior years.

General Finding 6: Professional development in the teaching of the content standards has not yet been extensive.

General Finding 7: There were no significant problems with local understanding of test administration procedures, but some issues remain with the provision of student data and the assignment of testing accommodations.

Subsequent to the 2003 administrations, the Board deferred implementation of the CAHSEE requirement to the Class of 2006. Based on information available to date (as summarized in our general findings), we offer four recommendations for future administration of the CAHSEE.

Recommendation 1: Restarting the exam with the Class of 2006 provides some opportunities for improvement; however, careful consideration should be given to any changes that are implemented.

The AB 1609 study report (Wise et al., May 2003) included several recommendations for changes that could ensure better alignment of what is tested with what is taught, making it easier for all students to demonstrate adequate mastery of the intended content. At its July 2003 meeting, the Board approved plans to shorten the ELA testing to a single day and to reduce cognitive demands for mathematics questions while still assessing the same standards. Changes to the score scale and possibly even the reexamination of test content specifications are also being considered.

Given the opportunity to restart the CAHSEE for the Class of 2006 next year, consideration of such changes is entirely appropriate. An exact equating of scores from new administrations to scores from prior administrations is not necessary, since the prior administrations no longer "count." (All students tested to date are no longer required to pass the CAHSEE.) Nonetheless, the time to implement changes is very short. Forms for the 2004 administrations must be printed by about December of this year, so there is no time to develop and field test new questions. In addition, current procedures have worked very well. A careful review will be needed to ensure that proposed alternatives will work equally well.

We are particularly concerned that there be adequate technical review of plans to reduce the testing time for ELA to a single day. Members of the original HSEE Standards Panel that recommended the content to be covered by the test felt strongly about the need for students to demonstrate their ability to write coherently. To what extent will eliminating one of the two essay questions increase errors in classifying students as passing or not passing? Will the relative weight assigned to writing versus reading and to the writing standards covered by the essays in particular be changed? There is, unfortunately, not time for the Board to seek the advice of another panel of content experts on these matters, but a careful technical review is both feasible and important.

Recommendation 2: The California Department of Education and the State Board of Education should continue to monitor and encourage efforts by districts and schools to implement effective standards-based instruction.

Results from the AB 1609 study (Wise et al., May 2003) indicated that standards-based instruction was widely available in both middle and high schools. High school instruction includes significant new efforts to provide second-chance opportunities for students who did

not fully master required skills during initial instruction. The study also found, however, that current instruction was not effective in that many students taking the standards-based courses offered still could not pass the CAHSEE. There were indications that instruction was likely to improve for students in high school classes beyond 2004 and 2005. Ensuring that effective instruction is available to all students remains critical to the successful implementation of the CAHSEE requirements. CDE must monitor further improvements to standards-based instruction and both CDE and the Board should encourage further efforts in this regard. Providing information on exemplary programs to other districts is one example of how such efforts might be encouraged.

Recommendation 3: Professional development for teachers is a significant opportunity for improvement.

Results from the AB 1609 study indicated that many students were taking initial and remedial courses covering the California academic content standards included on the CAHSEE, but were not benefiting fully from these courses. One reason was that the students did not have important prerequisite knowledge or skills. Additional professional development for teachers could help them be more effective in the courses they are already teaching and also could help them identify students needing additional help with prerequisite skills. One particular target of opportunity identified in the AB 1609 study was that a significant number of teachers involved in remedial mathematics had considerable experience with special education students, but less training in mathematics itself.

Recommendation 4: Further consideration of the CAHSEE requirements for special education students is needed, in light of the low passing rates for this group. Apparent disparities between racial and ethnic groups within the special education population require further investigation.

In our evaluation activities, we have introduced separate consideration of special education students who are able to participate in regular classes and those who cannot. Treating all special education students as a single group may mask solutions that could help those able to master critical content standards, while setting more realistic expectations for students who cannot reasonably be expected to master these standards.

The very low passing rate, particularly in mathematics, for special education students who are African American or Hispanic deserves further investigation. Are these students somehow more severely handicapped? Are they concentrated in less effective schools? How can we best understand and remediate these discrepancies?

Overall, the CAHSEE requirement continues to have a significant impact on instruction and student achievement. Much work remains to be done in helping all students meet the standards for high school graduation that have been established. CDE and the Board face continuing challenges in implementing the CAHSEE requirement.

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CHAPTER 1: INTRODUCTION

The California High School Exit Examination

California has just concluded the third year of administering its High School Exit Examination. The requirement that students pass a graduation exam in mathematics and English-language arts (ELA) beginning with the Class of 2004 was established by Senate Bill (SB)-2X, passed in 1999 and written into the California Education Code as Chapter 8, Sections 60850-60856. This section of the code was further modified through the passage of AB 1609 in 2002. The revised legislation gave the State Board of Education (the Board) authority to postpone the CAHSEE requirement based in part on a study to be conducted of the extent to which both test development and standards-based instruction met standards for this type of examination. The study report was issued on May 1, 2003 (Wise et al., May 2003). In July, after the completion of the 2002–03 CAHSEE testing, the Board voted to defer the CAHSEE requirement until 2006.

The legislation that mandates the requirements for the graduation exam also specifies an independent evaluation of the CAHSEE. The California Department of Education (CDE) awarded a contract for this evaluation to the Human Resources Research Organization (HumRRO). HumRRO's efforts focus on analyses of data from tryouts of test questions and from the annual administrations of the CAHSEE, and report on trends in pupil performance and retention, graduation, dropout, and college attendance rates. The legislation also specifies that evaluation reporting will include recommendations for improving the quality, fairness, validity, and reliability of the examination. The legislation required an initial evaluation report in June 2000 and biennial reports to the Governor, Legislature, the Board, and CDE in February 2002 and February 2004.

In addition to the legislatively required evaluation reports, the contract for the evaluation requires an annual report of evaluation activities. The present report meets the contract requirement for a report of activities and findings during the fourth year of the evaluation. This report adds to results and recommendations included in prior evaluation reports (Wise, Hoffman, & Harris, 2000; Wise, Harris, Sipes, Hoffman, & Ford, 2000a; Wise, Sipes, George, Ford, & Harris, 2001; Wise et al. 2002a, Wise et al. 2002b). Findings and recommendations from the prior reports are summarized briefly in the next two sections to provide a context for the continuing evaluation activities.

Prior Evaluation Activities and Outcomes

Summary of Year 1 Activities (June 2000)

The Year 1 evaluation activities involved reviewing and analyzing three types of information:

Review of Test Developer Plans and Reports. No formal reports were available during the first year; thus, we attended meetings and listened to presentations by the development contractor, American Institutes for Research (AIR), and by CDE. We also monitored

various presentations to the HSEE Panel and to the Board and had direct conversations with members of each of these groups.

Statewide Data Sources. An initial source of information for our evaluation was data from the CAHSEE pilot administration. We also examined 1999 Standardized Testing and Reporting (STAR; for details see http://star.cde.ca.gov/) results with plans to monitor trends in STAR results over the course of the evaluation.

District and School Sample. We selected a representative sample of 24 districts and approximately 90 of their high schools to establish a longitudinal group for study. The baseline surveys, which were administered to principals and English-language arts and mathematics teachers, provided an initial look at schools' perspectives of the impact of CAHSEE on their programs. We also recruited teachers and curriculum experts from these schools and their districts to review test items and tell us if they covered knowledge and skills that not all students would be taught in their current curriculum.

The following summarizes the specific recommendations made at the end of the Year 1 evaluation activities.

Recommendation 1. The Legislature and Governor should give serious consideration to postponing full implementation of the CAHSEE requirement by one or two years.

Recommendation 2. CDE should develop and seek comment on a more detailed timeline for CAHSEE implementation activities. This timeline should show responsibility for each required task and responsibility for oversight of the performance of each task. The plan should show key points at which decisions by the Board or others are required along with separate paths for alternative decisions that may be made at each of these points.

Recommendation 3. CDE and the Board should work with districts to identify resource requirements associated with CAHSEE implementation. The Legislature must be ready to continue to fund activities to support the preparation of students to meet the ambitious challenges embodied in the CAHSEE.

Recommendation 4. The Board should adopt a clear statement of its intentions in setting CAHSEE content and performance standards. This statement should describe the extent to which these standards are targeted to ensure minimum achievement relative to current levels or to significantly advance overall expectations for student achievement.

Recommendation 5. The Board should exhibit moderation in selecting content standards and setting performance standards for the initial implementation of CAHSEE. Subsequently, standards should be expanded or increased based on evidence of improved instruction.

Recommendation 6. Members of the HSEE Panel and its Technical Advisory Committee should participate in developing recommendations for minimum performance standards.

Recommendation 7. CDE should move swiftly to establish an independent Technical Issues Committee (TIC) to recommend approval or changes to the CAHSEE development contractor's plans for item screening, form assembly, form equating, scoring, and reporting.

Complete details of the Year 1 effort, including selection procedures for the longitudinal sample, are presented in a primary and a supplemental report describing evaluation activities, findings, and recommendations (Wise et al., 2000a; Wise et al., 2000b). Those two evaluation reports emphasize both the positive aspects of the results, as indicated by several measures of the quality of the test questions, and the amount of work remaining to be done before operational administration of the CAHSEE. The primary apprehension noted in these reports was educators' concern that at that time, students were not well prepared to pass the exam.

District Baseline Survey Resulting from Year 1 Activities (December 2000)

The results of the baseline survey of teachers and principals in the longitudinal sample of high schools indicated concern with the degree to which students were being provided sufficient opportunities to learn the material covered by the CAHSEE. After reviewing these concerns, the Board and CDE requested an additional survey of all public high school and unified districts in California. HumRRO developed and sent out the CAHSEE District Baseline Survey shortly after the Board adopted specifications for the CAHSEE, which was required prior to October 1, 2000. The survey covered plans for changes in curriculum and other programs to help students pass the examination. We asked that each district have the survey completed by an Assistant Superintendent or Director of Curriculum and Instruction, or the individual at the district level who was most knowledgeable about CAHSEE.

The survey, which built on and benefited from the results of the longitudinal sample survey, addressed five critical topics:

1. *Awareness* of the CAHSEE, its content, administration plans, and requirements for student participation.
2. *Alignment* of the district's curriculum to statewide content standards, particularly those to be covered by the CAHSEE.
3. *Plans and Preparation* for increasing opportunities for all students to learn the material covered by the CAHSEE and to help students who do not initially pass the examination.
4. *Expectations* for passing rates and for the effect of the CAHSEE on instruction and the status of specific programs offered in the district.
5. *Outcome baselines*, including retention and graduation rates and students' post-graduation plans.

The following general conclusions were drawn from results of the district survey:

1. *General awareness* of the CAHSEE is high, but more information is needed, particularly for students and parents, about (a) the knowledge and skills covered by the CAHSEE and (b) plans for administration and reporting.
2. *Districts report high degrees of alignment* of their own content standards to the state content standards. The survey addressed this question at a general level; more work is needed to assess and document the degree to which each district's curriculum covers

the content standards tested by the CAHSEE and the degree of student access to courses that offer such coverage.

3. *Districts have implemented or are planning a number of programs* to prepare students and teachers for the CAHSEE and to assist students who do not initially pass. The most frequently planned activities include more summer school, tutoring, and matching student needs to specific courses.
4. *Districts believe the CAHSEE will have a positive impact* on curriculum and instruction. Most expect at least half of their students to pass the CAHSEE on their first attempt.
5. *Outcome baselines* will be used in future years.

Complete details of the district-wide survey effort are presented in a final technical report describing evaluation activities, findings, and recommendations (Sipes, Harris, Wise, & Gribben, 2001).

Summary of Year 2 Activities (June 2001)

The Year 2 evaluation activities involved reviewing and analyzing three types of information:

Review of Test Developer Plans and Reports. We continued to monitor test development activities, ranging from observation of and presentations to the HSEE Panel to observation of the standard-setting workshops to develop recommendations for minimum passing scores for each of the two portions of the CAHSEE test: mathematics and ELA. We reviewed and participated in numerous discussions concerning the equating of alternate forms, the score scale used, and the minimum passing levels.

Analysis of Field-Test and Operational CAHSEE Data. We analyzed results from a second field test of new CAHSEE questions, conducted in Fall 2000, and began analyses from the operational administrations of CAHSEE in March and May of 2001. Initial analyses of technical characteristics of the test form used in the March administration and the resulting passing rates were described in our Year 2 Evaluation Report (Wise et al., June 2001).

Longitudinal Surveys of District and School Sample Personnel. The representative sample of 24 districts and approximately 90 of their high schools required replacement of one district with three schools. The surveys, which were administered to principals and English-language arts and mathematics teachers, provided a continuing look at schools' perspectives of the impact of the CAHSEE on their programs. In addition, testing coordinators were surveyed to identify issues with the administration of the CAHSEE.

The following summarizes the two general and six specific recommendations made in our report of the Year 2 evaluation activities.

Recommendation 1. Stay the course. The Legislature and Board should continue to require students in the Class of 2004 to pass the exam, but monitor schools' progress in helping most or all of their students to master the required standards.

Recommendation 2. The Legislature and Board should continue to consider options for students with disabilities and English learners.

Recommendation 3. The CAHSEE needs more technical oversight as its development and administration continues.

Recommendation 4. For future classes, delay testing until the 10th grade.

Recommendation 5. Construct a practice test of released CAHSEE items and give it to districts and schools to use with 9th graders to identify students at risk of failing the CAHSEE.

Recommendation 6. Monitor test administration more extensively and develop a system for identifying and resolving issues.

Recommendation 7. Develop and implement a more comprehensive statewide information system that will allow CDE to monitor individual student progress.

Recommendation 8. The Superintendent, the Board, and Legislature should specify in more detail how students in special circumstances will be treated by the CAHSEE requirements.

Complete details of the Year 2 effort are presented in a primary and a supplemental report describing evaluation activities, findings, and recommendations (Wise et al., June 2001; Wise et al., January 2002a). Those two evaluation reports describe results of the first administration of the CAHSEE to 9th graders in the Class of 2004. The reports also described preparation for and reactions to the CAHSEE as reported by principals and teachers. A key concern described in these reports was the relatively low passing rates for the mathematics portion of the exam, particularly for English learners and special education students.

Summary of Year 3 Activities (June 2002)

The first biennial report of the CAHSEE evaluation was issued in February 2002 (Wise et al., 2002a). This report supplemented information on the 2002 administrations from the Year 2 report and included specific recommendations to the Legislature, Governor, and State Board. These were:

General Recommendation 1: Stay the course. The Legislature and Board should continue to require students in the Class of 2004 to pass the exam, but monitor schools' progress in helping most or all of their students to master the required standards.

General Recommendation 2: The Legislature and Board should continue to consider options for students with disabilities and for English learners.

The first biennial report also included several more specific recommendations:

- More technical oversight is needed.
- For future classes, testing should be delayed until the 10th grade.
- A practice test of released CAHSEE items should be constructed and given to districts and schools to use with 9th graders to identify students at risk of failing the CAHSEE.

- More extensive monitoring of test administration and a system for identifying and resolving issues is needed.
- The state needs a more comprehensive information system that will allow it to monitor individual student progress.
- The Superintendent, the Board, and Legislature should specify in more detail how students in special circumstances will be treated by the CAHSEE requirements.

Other Year 3 evaluation activities involved reviewing and analyzing four types of information:

Review of Test Developer Plans and Reports. We continued to monitor test development activities and reports. These included changes to test administration procedures, equating alternate forms, and changes to reporting procedures.

Collection and analyses of independent review of test questions. We assembled two panels of experts in curriculum and instruction, most of whom taught either ELA or mathematics, and asked them to review both questions from recent CAHSEE administrations and questions from the (then) new test development contractor that had not yet been used operationally. Ratings indicated the extent to which the questions assessed targeted content standards fairly and completely. In addition, we asked the reviewers to note any specific issues with the quality of the questions or the response options.

Analysis of Operational CAHSEE Data. We analyzed results from the operational administration of CAHSEE to 10th graders in March of 2002. Initial analyses of technical characteristics of the test form used in the March administration and the resulting passing rates were described in our Year 3 Evaluation Report (Wise et al., June 2002b).

Longitudinal Surveys of District and School Sample Personnel. The representative sample of 24 districts and approximately 90 of their high schools required replacement of one district with three schools. The surveys, which were administered to principals and English-language arts and mathematics teachers, provided a continuing look at schools' perspectives of the impact of the CAHSEE on their programs. In addition, testing coordinators were surveyed to identify issues with the administration of the CAHSEE.

The Year 3 report of evaluation activities summarized findings from the data that were analyzed. The report stated that available evidence suggested that the CAHSEE has not yet had any impact on retention, dropout rates, or expectations for graduation and post-high-school plans. Progress in developing the exam continued to be noteworthy. We found no significant problems with the development, administration or scoring of the March 2002 exam. Students made significant progress in mastering the required ELA skills, but less progress in mathematics. For disadvantaged students, initial passing rates continued to be low and progress for repeat test-takers was limited. Teachers and principals remained positive about the CAHSEE's impact on instruction. More of them now expect positive impact on student motivation and parental involvement. Finally, teachers and principals reported planning and/or implementing a number of constructive programs for helping students master the skills covered by the CAHSEE.

Based on these findings, we offered the following two general and four more specific recommendations:

General Recommendation 1: Schools need to focus attention on effective ways of helping students master the required skills in mathematics. CDE might consider a "what works" effort with respect to remedial programs, and disseminating information about effective programs and practices.

General Recommendation 2: State policymakers need to engage in a discussion about reasonable options for students with disabilities who may not ever be likely to pass the test.

Specific Recommendation 1: The score scale needs to be changed for students scoring below 300 (chance levels). A short-term solution is to simply recode scores below 300 to 299. Teachers, students, and parents need to be cautioned against interpreting differences below the 300 level.

Specific Recommendation 2: Districts and schools should be asked to supply more complete information on who has taken, is taking, and still needs to take the CAHSEE.

Specific Recommendation 3: CDE should work with schools to collect more information on documentation of student needs for accommodations or modifications.

Specific Recommendation 4: Educational Testing Service (ETS) should follow up on (a) specific test question issues identified in our item review workshops and (b) specific suggestions for improving their new scoring process from our review of their current online training.

Summary of Year 4 Evaluation Activities

Special Study of Standards-Based Instruction (May 2003)

In 2002, the Legislature passed AB 1609, which included several changes to the CAHSEE. Among other things, this bill called for a special study of the extent to which the development of the CAHSEE and standards-based instruction met the requirements for a high school graduation test. Evaluation activities were expanded to meet the requirements for this study. A detailed description of the study along with findings and recommendations were included in a report to the State Board of Education issued May 1 (Wise et al., May 2003, http://www.cde.ca.gov/statetests/cahsee/eval/AB1609/index.html) and are not repeated in the present report. Key findings from the study were:

Finding 1: The development of the CAHSEE meets all of the test standards for use as a graduation requirement.

Finding 2. The CAHSEE requirement has been a major factor leading to dramatically increased coverage of the California academic content standards at both the high school and middle school level and to development or improvement of courses providing help for students who have difficulty mastering these standards.

Finding 3. Available evidence indicates that many courses of initial instruction and remedial courses have only limited effectiveness in helping students master the required standards.

Finding 4. Lack of prerequisite skills may prevent many students from receiving the benefits of courses that provide instruction in relevant content standards. Lack of student motivation and lack of strong parental support may play a contributing role in limiting the effectiveness of these courses.

General Finding 5. Many factors suggest that the effectiveness of standards-based instruction will improve for each succeeding class after the Class of 2004, but the speed with which passing rates will improve is currently unknown.

The report did not offer a specific recommendation on whether the CAHSEE requirement should be deferred. The report suggested the tradeoffs between losing motivation for continued attention to students not achieving critical skills if the requirement were deferred and becoming distracted by debates and legal actions concerning the adequacy of current instruction if the requirement were continued. Balancing these tradeoffs required that the Board make a policy decision. The report did offer several specific suggestions for consideration if the requirement were continued and other suggestions in the case that the requirement would be deferred. Ultimately, the Board decided to defer the requirement until the Class of 2006. Please see the California Department of Education website [www.cde.ca.gov] for further details on this special study.

Other Year 4 Activities

Review of Test Developer Plans and Reports. We continued to monitor test development activities and reports. These included changes to test administration procedures, equating alternate forms, and changes to reporting procedures.

Analysis of Operational CAHSEE Data. We analyzed results from the six operational administrations of CAHSEE from July 2002 through May 2003. These included continued administration to 11th graders in the Class of 2004 who had not yet passed one or both parts of the CAHSEE and a census administration to 10th graders in the Class of 2005.

Longitudinal Surveys of District and School Sample Personnel. The representative sample of 24 districts and approximately 90 of their high schools required replacement of one district with three schools. The surveys, which were administered to principals and English-language arts and mathematics teachers, provided a continuing look at schools' perspectives of the impact of the CAHSEE on their programs. In addition, testing coordinators were surveyed for the second year to identify issues with the administration of the CAHSEE.

Organization and Contents of Year 4 Evaluation Report

The Year 4 Evaluation Report covers activities performed in the independent evaluation through September 30, 2003. As described above, one major activity during Year 4 was development of the legislatively required report in response to AB 1609 (Wise et al., May 2003). Results of that effort are summarized above and not repeated further in the current report. See http://www.cde.ca.gov/statetests/cahsee/eval/AB1609/index.html for detailed information on this effort.

Chapters 2–4 of the current report describe other activities conducted during Year 4 and present the results of these activities. The final chapter describes the main findings from these results and our recommendations based on them. The Year 4 Report satisfies a contractual requirement to report on evaluation activities each year. Results from our activities have led to several recommendations that respond to the evaluation requirement for suggestions to improve the quality and effectiveness of the exam and its use.

Chapter 2 presents analyses of the 2002–03 CAHSEE administrations. The analyses show passing rates for different demographic groups in the Class of 2004 and the Class of 2005. Results are compared to STAR outcomes for these same students. Average score gains from 10^{th} to 11^{th} grade for students in the Class of 2004 are compared to score gains from 9^{th} to 10^{th} grade for students in this same class.

Chapter 3 presents responses to the student questionnaire administered at the end of each testing session. The questions focus on the students' preparation, reactions to the test, and plans. The analysis includes changes in expectations for graduation and post-high-school plans for students who completed questionnaires in March and May of 2002.

Chapter 4 describes results from the third spring survey of teachers and principals participating in the longitudinal study sample. HumRRO continued to organize the evaluation information into five critical areas:

- Awareness of and familiarity with the CAHSEE
- Alignment of the districts' curricula to state/CAHSEE content standards
- Planning and preparation for the CAHSEE
- Expectations of impact on instruction, passing rates, and consequences of the CAHSEE
- Potential effect on dropout and graduation rates and college attendance

Observations by test site coordinators on the administration and scoring processes are included.

Chapter 5 presents our Findings and Recommendations based on the existing state of data analyses and results.

CHAPTER 2: RESULTS FROM THE 2002–03 ADMINISTRATIONS

Introduction

The legislation establishing the CAHSEE called for the first operational forms of the exam to be administered in Spring 2001 to 9th graders in the Class of 2004. At the first administration 9th graders could volunteer, but were not required, to take both portions of the exam. Students who did not pass the exam in that administration were required to take the exam as 10th graders in Spring 2002. Preliminary results from the CAHSEE administrations in Spring 2001 and 2002 were reported in the Year 2 and Year 3 evaluation reports (Wise et al., June 2001; Wise et al., June 2002b). Results from the 2001 administration were reported more fully in the first of the biennial evaluation reports to the Legislature, Governor, Board, and CDE (Wise et al., Jan. 2002a). More complete results are available on the CDE website at www.cde.ca.gov/statetests.

The 2002–03 administrations analyzed for this report included two new features. First, the test was administered year-round, six times from July 2002 through May 2003, rather than just in the spring. For the most part, we have combined results across all six administrations. Students, particularly students in the Class of 2004, took the exam multiple times. They are thus included more than once in counts of the total number of tests administered.

A second key difference from prior years was that the 2003 test administrations included students from two different high school classes. Students in the Class of 2004 who had not yet passed both parts of the exam continued to retake the exam. The intention was that these students would have up to three chances to take the parts of the exam they had not yet passed, although it appears that a few students may have attempted the exam more than three times. All students in the Class of 2005 were supposed to take the exam in either the March or May 2003 administration. Insofar as possible, we show results separately for each high school class.

Who Tested?

Tables 2.1 and 2.2 show the number of students participating in each of the six CAHSEE administrations during the 2002–03 school year. Counts are shown separately by subject, since many students had passed one of the two parts of the exam and only took the part they had not yet passed. Counts also are shown separately by the grade level reported for each student. Tables 2.1 and 2.2 also show the percent of students who passed each part of the exam and the number who took the test with modifications. Taking the test with modifications invalidates the students' scores, but students receiving these modifications and scoring at a level that would otherwise have been passing (350 or more), may submit a request for a waiver of the requirement to successfully pass the exam. As shown in Tables 2.1 and 2.2, the majority of students taking the test with modifications would not have passed.

TABLE 2.1 Number of Students Taking the CAHSEE ELA Exam in 2002–03 by Grade and Administration

Grade	Administration	No. Tested*	Pct. Pass	No. Tested with Modification	Pct. > 349 W/Modif.
10	July 2002	0		0	
10	Sep. 2002	775	68.5	6	16.7
10	Nov. 2002	1,505	44.7	6	0.0
10	Jan. 2003	289	44.8	0	
10	March 2003	380,038	78.8	1,365	25.9
10	May 2003	22,142	68.9	42	33.3
10	Total**	404,748	78.1	1,419	26.0
11	July 2002	15,145	29.5	117	8.5
11	Sep. 2002	19,635	34.4	195	18.5
11	Nov. 2002	62,139	40.7	633	20.5
11	Jan. 2003	15,310	30.9	216	13.9
11	March 2003	47,721	33.1	933	19.8
11	May 2003	10,497	30.1	234	18.8
11	Total**	170,447	35.3	2,328	18.7
Other	July 2002	127	41.7	0	
Other	Sep. 2002	262	45.0	7	14.3
Other	Nov. 2002	923	51.2	0	0.0
Other	Jan. 2003	477	47.2	1	0.0
Other	March 2003	1,813	55.0	0	0.0
Other	May 2003	149	62.4	0	0.0
Other	Total**	3,751	52.3	8	12.5

* Includes students tested with modification.

** Totals are counts of total tests administered; students who tested more than once are included multiple times in these totals.

Approximately 16,000 10th graders tested from July 2002 through January 2003 administrations; this number was surprising. Even though tenth graders should not have tested until March or May 2003, these students appear to be a mixture of two different groups. First, many students originally in the Class of 2004 may not have completed sufficient course work to be considered 11th graders during the 2002–03 school year. This was particularly true for the July 2002 administration, where some students may have been taking makeup courses during the summer. In addition, students in the July 2002 administration may have coded themselves as 10th graders since they had not yet started the 2002–03 school year. Second, it appears that some students in the Class of 2005 did get an early start, taking the CAHSEE early in their 10th grade school year.

In the analyses that follow, we treated all 10th graders in the July 2002 administration and those 10th graders in subsequent administrations who had earlier CAHSEE test results, prior to July 2002, as members of the Class of 2004. All other 10th graders in the administrations from September 2002 through May 2003 were treated as members of the Class of 2005. The counts are thus approximate for two reasons: 1) Some students who started high school with the Class of 2004 may now not expect to graduate until June 2005, so their status is truly

ambiguous; 2) Some 10th grade students who appeared to be first-time test-takers had actually tested previously, at a different school or with a different coding of name or birth date. ***Since California does not have statewide student identifiers, it is not possible to track student results across different administrations with complete precision.***

TABLE 2.2 Number of Students Taking the CAHSEE Mathematics Exam in 2002–03 by Grade and Administration

Grade	Admin	No. Tested*	Pct. Pass	No. Tested with Modification	Pct. > 349 W/Modif.
10	July 2002	0		0	
10	Sep. 2002	892	48.3	12	0.0
10	Nov. 2002	2,222	21.7	69	8.7
10	Jan. 2003	363	21.8	7	14.3
10	March 2003	390,875	59.8	5,021	13.0
10	May 2003	23,384	43.5	281	2.5
10	Total**	417,736	58.6	5,390	12.4
11	July 2002	30,774	23.7	461	11.5
11	Sep. 2002	35,726	20.5	616	6.7
11	Nov. 2002	111,570	23.3	3,119	9.9
11	Jan. 2003	28,053	18.7	814	11.4
11	March 2003	92,060	20.8	4,183	10.3
11	May 2003	20,587	18.9	764	12.6
11	Total**	318,770	21.6	9,957	10.3
Other	July 2002	218	21.1	0	
Other	Sep. 2002	378	17.2	6	0.0
Other	Nov. 2002	1,177	19.6	16	6.3
Other	Jan. 2003	589	19.9	5	20.0
Other	March 2003	1,968	23.1	3	0.0
Other	May 2003	169	24.9	0	
Other	Total**	4,499	21.2	30	6.7

* Includes students tested with modification.

** Totals are counts of total tests administered; students who tested more than once are included multiple times in these totals.

Scoring Consistency

In past reports, we have examined the accuracy of the scores generated from different parallel forms of the exam. During the Year 4 evaluation, we monitored ETS's analysis of item-level statistics from each administration and found no significant changes from the results for prior forms. More complete information on test accuracy may be found in technical documentation provided by ETS.

We paid particular attention to consistency in the scoring of student essays. Each student taking the ELA exam was required to write two essays, the first involving analysis of an associated text and the second in response to a freestanding question that did not involve text processing. Each essay was graded by at least two different scorers following a four-point

rubric that indicated the response characteristics required for each score level. A score of zero was assigned to responses that were off-topic, illegible, or left blank.

A new ELA test form with new essay questions was used for each of the CAHSEE administrations. Since the scoring rubrics vary from question to question, we monitored the level of agreement between independent scorers for each question used with each administration. Table 2.3 shows how often (what percent of the time) there was exact agreement, how often there was a difference of just one score point, and how often there was a difference of more than one score point. Whenever there was an initial difference of more than one score point, the essay was read again by a third, more experienced reader and the scores assigned by one or both of the initial readers were not used. Thus, all operational scores resulted from two scorers who agreed to within a single score point.

TABLE 2.3 Scoring Consistency for Student Essays

	Percent of Essays at Each Level of Agreement					
	1st Essay			2nd Essay		
Administration	Exact	+/- 1	+/- > 1	Exact	+/- 1	+/- > 1
July 2002	65.2	33.0	1.8	66.2	32.2	1.6
Sep. 2002	68.2	30.7	1.0	69.0	30.0	0.9
Nov. 2002	71.3	27.9	0.8	68.4	30.8	0.8
Jan. 2003	70.6	28.2	1.1	70.3	28.9	0.8
March 2003	64.5	33.6	1.9	62.2	36.2	1.6
May 2003	70.1	29.2	0.7	69.4	29.9	0.7
Average	65.8	32.5	1.7	63.9	34.7	1.4

Results indicated a generally high level of agreement between the independent scorers. In each administration, on less than two percent of the essays read was there was a significant disagreement (initial scores differing by more than one point). There was minor variation in scoring consistency across the different administrations, with slightly lower consistency for both essays in the July 2002 and March 2003 administrations. For these two administrations, there was significant disagreement on more than 1.5 percent of the essays. The disagreement level for the other administrations was about one percent or less. Differences across administrations could reflect normal variation across different essay questions. The fact that consistency was lower for both essays in these administrations suggests the possibility of somewhat more systematic variation. The demand for rapid turnaround on a very large number of essays in the March 2003 administration may have been a factor. Other factors, such as summer vacations or demand from other testing programs, may have affected results from the July 2002 administration, which did not involve such a large number of students.

Tables 2.4 and 2.5 provide more detailed information on scores assigned by each of the two independent scorers across all administrations. There was near perfect agreement on the essays judged to be unscorable (score level 0). There was generally good agreement on essays assigned to score levels 1 through 3. If the first reader assigned a score at one of these levels, the second reader was most likely to assign the same score. Very few essays were assigned a score of 4 and agreement at this level was correspondingly less. If the first reader assigned a score of 4, the second reader was most likely to assign a score of 3.

One other finding is that scores on the first essay were consistently lower, by a small amount, than scores on the second essay, which did not require reading text beyond the question itself. Since scores on both essay questions are combined with scores from the reading portion of the ELA exam, the extra reading load of the first essay does not create an issue.

TABLE 2.4 Percent of Essays Assigned Each Score Level by Each Scorer—First Essay

First Scorer	Second Scorer 0	1	2	3	4
0	5.66	0.00	0.00	0.00	0.00
1	0.00	23.82	7.64	0.40	0.02
2	0.00	7.61	25.47	6.94	0.41
3	0.00	0.41	6.84	9.73	1.72
4	0.00	0.02	0.41	1.72	1.17
Average Score from First Scorer					1.82
Average Score from Second Scorer					1.82

TABLE 2.5 Percent of Essays Assigned Each Score Level by Each Scorer—Second Essay

First Scorer	Second Scorer 0	1	2	3	4
0	3.41	0.00	0.00	0.00	0.00
1	0.00	11.66	5.73	0.26	0.01
2	0.00	5.57	30.22	8.87	0.44
3	0.00	0.24	8.75	16.36	2.92
4	0.00	0.01	0.43	2.91	2.20
Average Score from First Scorer					2.15
Average Score from Second Scorer					2.15

Who Passed?

A major charge for the independent evaluation was to analyze and report performance on the CAHSEE for all students and for specific demographic groups, including economically disadvantaged students, English learners (EL), and students with disabilities (characterized as "exceptional needs students" in the legislation). Tables 2.6 and 2.7 show, for each portion of the CAHSEE, the passing rates for each of these demographic groups as well as for gender and ethnicity. The passing rates shown in these tables were calculated by dividing the total number of students who passed each subject by the total enrollment at the beginning of the 10^{th} grade. (For economically disadvantaged students, separate fall enrollment statistics were not available. We substituted reported enrollment at the time of the 10^{th} grade STAR assessment. Overall, these numbers are slightly lower than initial 10^{th} grade enrollments, but the difference is small.)

TABLE 2.6 Passing Rates by Demographic Group—English-Language Arts

Group	Class	10th Grade Enrollment*	Cumulative Percent Passing by end of:		
			9th Grade	10th Grade	11th Grade
All Students	2004	459,580	51.4	72.6	85.8
	2005	471,648	–	66.9	
Female	2004	223,055	57.5	78.0	90.2
	2005	228,997	–	71.4	
Male	2004	236,533	45.7	67.2	81.3
	2005	242,651	–	62.6	
Asian	2004	39,021	61.1	81.5	92.0
	2005	40,606	–	81.6	
Black	2004	38,240	38.8	59.9	77.1
	2005	39,896	–	54.9	
Hispanic	2004	184,124	39.1	58.8	74.6
	2005	193,227	–	54.0	
White	2004	175,797	63.1	84.8	93.9
	2005	173,996	–	79.2	
Economically Disadvantaged	2004	125,139	43.0	66.5	84.2
	2005	140,933	–	59.9	
English Learner	2004	77,446	18.8	36.1	55.5
	2005	80,592	–	35.6	
Special Education	2004	47,169	17.3	31.2	44.5
	2005	48,818	–	26.1	

Enrollment counts are from CDE's DataQuest System, except for economically disadvantaged students. DataQuest does not include counts for these students by grade. Counts of economically disadvantaged students included in the 2002 and 2003 STAR results are used as estimates of 10th grade enrollment for economically disadvantaged (ED) students. In Tables 2.6 and 2.7 students were sorted into high school classes on the basis of prior test information as well as the indicated grade. Counts will differ slightly from counts above based on grade alone.

The first major result indicated in Tables 2.6 and 2.7 is that the cumulative passing rates for the Class of 2005 were similar to, but slightly lower than, cumulative passing rates for the Class of 2004 at the end of the 10th grade. This finding is at odds with the finding reported in our May 2003 report on standards-based instruction (Wise et al., May 2003). In that report, it was suggested that passing rates should increase for classes after 2004 because the extent and effectiveness of standards-based instruction was improving. Note, however, that the comparison is not entirely fair in that significant numbers of students in the Class of 2004 had two (or in a few cases more) chances to pass each subject, while most members of the Class of 2005 had only one chance. Passing rates for the Class of 2005 were higher than initial passing rates for the Class of 2004 from the 2001 CAHSEE administration. This comparison is also not fair, however, because students from the Class of 2004 were only in the 9th grade in 2001 and because only "volunteers" participated in the 2001 administration. Thus, there is no very accurate basis for comparing results from the Classes of 2004 and 2005 at this time.

The second major result shown in Tables 2.6 and 2.7 is that passing rates continued to vary significantly by demographic group. ***English learners and students with disabilities (special education students) continued to have very low passing rates, particularly in mathematics.*** As before, passing rates for females were higher in ELA and about the same in mathematics as passing rates for males. Passing rates for Blacks and Hispanics were significantly lower than passing rates for Whites and Asians.

TABLE 2.7 Passing Rates by Demographic Group—Mathematics

Group	Class	10th Grade Enrollment*	Cumulative Percent Passing by end of:		
			9th Grade	10th Grade	11th Grade
All Students	2004	459,580	35.2	52.6	67.7
	2005	471,648	–	51.9	
Female	2004	223,055	34.4	51.7	67.6
	2005	228,997	–	52.3	
Male	2004	236,533	35.9	53.4	67.5
	2005	242,651	–	51.3	
Asian	2004	39,021	56.6	77.7	90.4
	2005	40,606	–	78.2	
Black	2004	38,240	18.7	31.1	46.1
	2005	39,896	–	30.5	
Hispanic	2004	184,124	20.3	34.1	51.3
	2005	193,227	–	35.3	
White	2004	175,797	48.4	68.9	81.1
	2005	173,996	–	67.5	
Economically Disadvantaged	2004	125,139	24.0	40.8	59.5
	2005	140,933	–	41.2	
English Learner	2004	77,446	10.7	23.3	41.3
	2005	80,592	–	25.8	
Special Education	2004	47,169	9.5	16.0	24.0
	2005	48,818	–	13.7	

Enrollment counts are from CDE's DataQuest System, except for economically disadvantaged students. DataQuest does not include counts for these students by grade. Counts of economically disadvantaged students included in the 2002 and 2003 STAR results are used as estimates of 10th grade enrollment for economically disadvantaged (ED) students. In Tables 2.6 and 2.7 students were sorted into high school classes on the basis of prior test information as well as the indicated grade. Counts will differ slightly from counts above based on grade alone.

Cumulative passing rates for the Class of 2004 continued to increase at nearly the same annual rate as in 2002. Cumulative passing rates increased 13 percent for ELA and 15 percent for mathematics from the end of 10th grade to the end of 11th grade, compared to increases of 21 percent and 17 percent respectively from the end of 9th grade to the end of 10th grade. If the CAHSEE requirement for the Class of 2004 had been continued and there were similar increases in cumulative passing rates during the 12th grade, the overall passing rates at the time of graduation would have been about 95 percent for ELA and 80 percent for mathematics. Note that these passing rates are based on all students enrolled in the 10th grade in Fall 2001. Some of these students have failed to advance to the 11th grade (as indicated in

Table 2.14 below). Thus some students originally in the Class of 2004 who would have failed to pass the CAHSEE by the end of 12th grade would have been denied a diploma anyway for failing to complete required coursework or meet other requirements for graduation. The lack of a system of statewide student records, however, makes it impossible to determine how many students would have been denied a diploma due to the CAHSEE requirements alone.

The results by race and ethnicity were confounded to some extent due to interactions of race and ethnicity with other demographic characteristics. In particular, a higher proportion of Hispanic students were English learners and a higher proportion of Black and Hispanic students were economically disadvantaged compared to White students and a higher proportion of Hispanic students were English learners. We further analyzed test results for the census testing of the Class of 2005 to show separate race/ethnicity results within different levels of disadvantaged characteristics as shown in Table 2.8. These levels were defined to be non-overlapping as: (a) Special education students, (b) English learners who were not special education students, (c) Economically disadvantaged students who were neither English learners nor special education students, and 4) Students who were not in any of the preceding categories. Note that in this table, passing rates were based just on those tested since we did not have separate enrollment data for the categories analyzed. Passing rates here were thus slightly higher than rates based on total enrollment.

TABLE 2.8 Passing Rates for Class of 2005 Students by Student Category and Race

		ELA		Mathematics	
Student Category	Race / Ethnicity	Number	Percent Passing	Number	Percent Passing
Special Education (SE) Students	Asian	1,079	42.9	1,004	37.0
	Black	3,991	23.8	3,824	7.0
	Hispanic	12,734	23.8	11,930	10.1
	White	13,246	58.2	12,401	36.6
English Learners (EL) not in Special Education	Asian	8,934	57.8	8,995	64.9
	Black	500	41.8	515	20.8
	Hispanic	47,494	42.4	49,396	25.3
	White	2,270	60.1	2,332	53.3
Economically Disadvantaged, but not EL or SE	Asian	7,145	92.1	7,263	83.4
	Black	10,451	67.9	11,015	32.0
	Hispanic	46,296	80.2	48,420	50.1
	White	15,184	86.0	15,810	63.2
All Other Students	Asian	20,932	97.2	21,066	92.7
	Black	16,882	81.0	17,596	47.1
	Hispanic	51,841	85.2	53,837	56.6
	White	120,893	95.8	122,972	82.7

Gaps in passing rates by race and ethnicity were smaller for students who were not disadvantaged than they were when all students in each race/ethnicity category were included. More striking, however, was the extent of racial/ethnic differences among special education students. Passing rates for the ELA test were twice as high for White and Asian students in this category as they were for Black or Hispanic students. ***For math, the passing rate for special education students who were White or Asian was more than five times as high as the passing rate for special education students who were Black.***

There may be many reasons for differences in passing rates by race/ethnicity among special education students, such as differences in the nature or severity of disabilities. Further investigation of the differences will be conducted in the final year of the evaluation.

We analyzed the passing rates on the ELA exam by English language fluency designation as shown in Table 2.9. For each class, passing rates for the first three categories, each indicating fluency, were very similar. Students who were bilingual and either initially fluent or redesignated as fluent after English language instruction passed at slightly higher rates than students who were fluent in English only. Passing rates for students identified as English learners were about half the rates for students in the other categories. ***These results suggest that if English learners achieve fluency, the ELA portion of the CAHSEE should not pose a significant barrier.***

Within each fluency category, passing rates for the Class of 2004 were about half the rates shown for the Class of 2005. This is not surprising since students in the Class of 2004 who were still taking the ELA exam had failed, often two or more times. These students clearly had low ELA skills to begin with. Most of the students in the Class of 2005 were taking the exam for the first time. Many of these students had much higher levels of ELA skills than the repeat takers from the class of 2004, and they passed on their first attempt.

TABLE 2.9 2002–03 ELA Passing Rates by English Language Fluency

	Class of 2004		Class of 2005	
English Language Fluency	Number of Tests Administered	Percent Passing	Number of Tests Administered	Percent Passing
English Only	80,733	44.0%	255,379	85.0%
Initially Fluent	9,734	45.4%	36,381	87.1%
Redesignated Fluent	10,305	46.8%	42,794	87.7%
English Learner	67,459	22.1%	68,075	42.4%
Missing/Unknown	2,210	41.9%	2,115	61.5%
All Students	170,447	35.6%	404,748	78.2%

We also analyzed passing rates on the mathematics part of the CAHSEE for students who had completed different levels of math courses. Table 2.10 shows passing rates for first-time and repeat test-takers by the highest-level mathematics course they had completed or were currently enrolled in.

TABLE 2.10 2002–03 Mathematics Passing Rates by Highest Math Course Taken

Highest Math Course Taken	Class of 2004		Class of 2005	
	Number of Tests Administered	Percent Passing	Number of Tests Administered	Percent Passing
General Math	20,837	14.7%	12,422	18.4%
Pre-Algebra	62,780	19.1%	47,976	34.7%
Algebra I	74,503	23.3%	112,162	38.5%
Integrated Math I	2,068	24.3%	2,770	55.2%
Integrated Math II	3,016	36.4%	4,857	75.5%
Geometry	40,560	38.0%	124,344	76.1%
Algebra II	8,197	39.0%	72,694	91.0%
Advanced Math	173	45.1%	7,779	98.2%
Unknown	106,636	16.1%	32,732	30.0%
All Students	318,770	21.9%	417,736	58.8%
Total Tests	309,415		425,724	

As in the 2001 and 2002 administrations, passing rates for the 2002–03 administrations were considerably higher for students who completed higher levels of math coursework. For the Class of 2005, passing rates for students who were taking or had taken Geometry, Algebra II, Advanced Math, or the second year of an Integrated Math series were quite high, 75 percent or better, compared to less than 40 percent for students taking algebra or pre-algebra and less than 20 percent for students who had taken only general math.

Passing rates were considerably lower for students in the Class of 2004, all of whom had failed to pass the mathematics portion of the CAHSEE one or more times prior to the 2002–03 school year. Passing rates were significantly higher for students who were taking mathematics beyond Algebra I or Integrated Mathematics I. The low passing rates at each course level suggest that these students may not have had the prerequisite skills to benefit fully from the mathematics courses they were taking.

One other significant difference between the near census assessment of the Class of 2005 and the limited sample of repeat test-takers in the Class of 2004 was that, even though they were in 10^{th} rather than 11^{th} grade, a much higher proportion of students in the Class of 2005 had taken mathematics courses beyond algebra. Nearly half of the students in the Class of 2005 were enrolled in geometry or higher-level courses, compared to only 15 percent of the students tested from the Class of 2004.

Testing Accommodations and Modifications

Students with disabilities who could not be assessed using normal test administration procedures were allowed specific accommodations or, in some cases, modifications to test administration procedures. The difference is that modifications involved changes that would alter the construct measured and so scores from modified administrations were not valid for passing the CAHSEE. (See CAHSEE regulations posted on CDE's website.) Tables 2.11 and

2.12 show the number of students tested with each alternative type of test accommodations and also with specific test-administration modifications.

For students in each class, the most frequent accommodation was additional time, followed by additional breaks and having directions read to them. Special education students receiving accommodations for physical limitations, including Braille or large print versions and an answer scribe, had passing rates that were considerably higher than students receiving other, more general accommodations. Special education students in the Class of 2005 receiving these specific accommodations passed at rates above 60 percent, compared to passing rates below 30 percent for students receiving the most common accommodations. Students who took the CAHSEE with modifications had relatively low scores and most did not achieve a score of 350 or higher.

TABLE 2.11 Frequency and Passing Rates for Test Accommodations and Modifications—Class of 2004

	Class of 2004											
	Special Ed. (SE) Students				English Learners (EL)*				Neither SE nor EL			
Accommodation	ELA		MATH		ELA		MATH		ELA		Math	
	Freq	% Pass	Freq	% Pass	Freq	% Pass	Freq	% Pass	Freq	% Pass	Freq	% Pass
Presentation												
Braille	20	20.0	31	16.1	2	0.0	0		4	25.0	6	16.7
Large Print	74	17.6	97	11.3	3	100.0	2	50.0	7	42.9	13	23.1
Direction Reading	3,306	14.6	3,233	6.5	103	4.9	103	3.9	238	22.7	254	8.3
Audio Presentation			1,283	5.5			13	0.0			76	11.8
Other	356	14.0	378	12.4	42	2.4	43	0.0	52	15.4	64	4.7
Response												
Marked Answers	340	17.4	380	9.7	12	25.0	11	0.0	40	22.5	45	11.1
Scribe Answer Doc.	177	23.7	148	16.2	3	33.3	0		15	33.3	19	21.1
Other	143	28.0	69	10.1	24	4.2	28	0.0	28	14.3	30	10.0
Scheduling												
Additional Time	5,468	17.2	6,130	8.2	172	6.4	164	6.7	458	23.4	495	11.3
Additional Breaks	3,581	17.2	4,161	8.0	77	7.8	73	1.4	262	15.7	337	10.4
Other	824	19.5	1,077	8.4	34	8.8	41	7.3	63	20.6	79	8.9
Modification												
Audio Presentation	1,688	18.0			20	15.0			92	15.2		
Calculator			8,921	10.2			208	6.7			623	12.5
Other	519	23.1	301	14.3	37	2.7	42	0.0	44	20.5	57	21.1

* Students coded as both special education and English learners are included under the special education column only.

TABLE 2.12 Frequency and Passing Rates for Test Accommodations and Modifications—Class of 2005

Accommodation/Modification	Class of 2005											
	Special Ed. Students (SE)				English Learners (EL)*				Neither SE nor EL			
	ELA		MATH		ELA		MATH		ELA		Math	
	Freq	% Pass	Freq	% Pass	Freq	% Pass	Freq	% Pass	Freq	% Pass	Freq	% Pass
Presentation												
Braille	25	76.0	23	34.8	2	0.0	3	0.0	6	50.0	6	66.7
Large Print	79	62.0	70	37.1	4	75.0	5	0.0	12	83.3	12	50.0
Direction Reading	2480	19.0	2145	6.6	82	8.5	74	1.4	158	35.4	129	17.1
Audio Presentation			648	5.1			5	0.0			20	10.0
Other	233	27.5	189	17.5	15	6.7	15	6.7	12	41.7	20	20.0
Response												
Marked Answers	285	29.5	229	12.7	12	33.3	11	18.2	51	62.8	51	43.1
Scribe Answer Doc.	162	60.5	98	36.7	3	66.7	4	25.0	20	60.0	19	52.6
Other	120	57.5	21	14.3	1	0.0	0		8	50.0	4	50.0
Scheduling												
Additional Time	4222	27.6	3631	10.7	165	12.1	144	1.4	392	36.7	369	17.1
Additional Breaks	2649	24.3	2274	8.5	92	8.7	79	3.8	244	29.1	238	12.2
Other	654	32.0	612	14.4	4	0.0	3	0.0	32	43.8	27	18.5
Modification												
Audio Presentation	969	24.9			20	10.0			45	28.9		
Calculator			4806	12.1			129	5.4			429	16.3
Other	406	30.1	99	9.1	22	9.1	12	0.0	27	63.0	15	26.7

* Students coded as both special education and English learners are included under the special education column only.

Passing rates for English learners receiving specific accommodations (excluding those who were also special education students) were generally lower than passing rates for student with disabilities who received the same accommodation. This result suggests that accommodations do not eliminate the need to learn to read in English in order to pass each part of the CAHSEE.

One other finding shown in Tables 2.11 and 2.12 is that accommodations were allowed for a small number of students who were neither special education students nor English learners. It may well be that information about disabilities or language fluency or about the provision of testing accommodations was incorrect for these students. Otherwise, the decision rules used by schools in allowing accommodations were not clearly documented.

Since passing rates for these students were still relatively low, there is no evidence that allowing accommodations to students who may not have needed them provided any unfair advantage.

Relationship of CAHSEE Results to Other Test Results

A key question addressed in the independent evaluation of the CAHSEE is the impact of the new graduation requirement on dropout and graduation rates. While we cannot track individual students, overall enrollment figures provide an indication of the extent to which students in each grade fail to proceed to the next grade with the rest of their classmates.

Table 2.13 shows the decrease in enrollment from the 9th to the 10th grade. In the text that follows, we refer to this difference as a "drop-off" in enrollment. Some of the difference may be due to students who did not finish coursework and repeat a grade rather than dropping out of school altogether. Results indicate that this drop-off rate is not significantly higher for the Classes of 2004 and 2005 than it was for prior classes. Table 2.14 shows similar information for the drop-off between 10th and 11th grade enrollments. ***Results show that the drop-off rate between 10th and 11th grade enrollments was significantly less for the Class of 2004 than it was for prior classes.***

TABLE 2.13 Enrollment Declines from 9th Grade to 10th Grade

School Year	High School Class	10th Grade Enrollment	Prior Year's 9th Grade Enrollment	Decrease	
				Number	Percent
2002-2003	2005	471,648	499,505	27,857	5.6%
2001–2002	2004	459,588	485,910	26,322	5.4%
2000–2001	2003	455,134	482,270	27,136	5.6%
1999–2000	2002	444,064	468,162	24,098	5.2%
1998–1999	2001	433,528	458,650	25,122	5.5%
1997–1998	2000	423,865	450,820	26,955	6.0%

Source: California DataQuest System (http://data1.cde.ca.gov/dataquest)

TABLE 2.14 Enrollment Declines from 10th Grade to 11th Grade

School Year	High School Class	11th Grade Enrollment	Prior Year's 10th Grade Enrollment	Decrease	
				Number	Percent
2002-2003	2004	428,117	459,588	31,471	6.8%
2001–2002	2003	420,295	455,134	34,839	7.7%
2000–2001	2002	409,119	444,064	34,945	7.9%
1999–2000	2001	401,246	433,528	32,282	7.4%
1998–1999	2000	390,742	423,865	33,123	7.8%
1997–1998	1999	378,819	413,725	34,906	8.4%

Source: California DataQuest System (http://data1.cde.ca.gov/dataquest)

It is possible that the CAHSEE requirement, which has led to significantly increased remediation efforts for students at risk of failing, contributed to this reduction in drop-off rate, although additional data and research is required to support this contribution. What is clear is **that *the CAHSEE requirement has NOT led to increased dropout rates through the 11th grade.***

We looked to see whether CAHSEE results for the Classes of 2004 and 2005 were similar to results from STAR, California's standards-based accountability assessment. STAR results provide an independent view of performance of students in different high school classes. To the extent that results are similar, STAR results may also predict relative performance on the CAHSEE for future high school classes. Table 2.15 shows results from the STAR 2003 ELA assessment for the 10th and 9th grades in comparison to results from the 2002 assessment. For the 10th grade assessment, students in the Class of 2005 were assessed in 2003 and students in the Class of 2004 were assessed in 2002. Results were very similar for these two classes. Sixty-three percent of students scored at least basic for these two classes and the average scale score increased by only 2 points.

Students in the Class of 2006 were assessed in the 2003 9th grade assessment. Results from this assessment are compared to results from the Class of 2005 assessed in the 2002 9th grade assessment. Results indicate that the Class of 2006 performed significantly better than the Class of 2005. The number of students scoring at least basic increased by 6 percentage points and the average scale score increased by more than 11 points. Taken together, results shown in Table 2.15 suggest that, while ELA performance on the CAHSEE did not increase significantly for the Class of 2005 (given limitations on available comparisons), results for the Class of 2006 should be much better.

TABLE 2.15 Results from the STAR 2003 and 2002 9th and 10th Grade ELA Assessments

STAR Results for Grade 10 ELA			
Assessment Year	2003	2002	
HS Class	Class of 2005	Class of 2004	Gain
% at least Basic	63	63	0
Mean Scale Score	324.5	322.4	2.1
STAR Results for Grade 9 ELA			
Assessment Year	2003	2002	
HS Class	Class of 2006	Class of 2005	Gain
% at least Basic	69	63	6
Mean Scale Score	332.9	321.4	11.5

STAR does not include a common assessment of mathematics skills for all students at the 9th and 10th grades. Instead, assessments are targeted to specific courses and administered to students who complete these courses. Table 2.16 shows results for the Algebra I assessment, the most common assessment for students in the 9th and 10th grades. For each grade level, performance on the Algebra I assessment decreased slightly in 2003. This is balanced against the fact that more students at each grade level were taking and being assessed in Algebra I. The percent at least basic and average scale sores are higher for students taking Algebra I at earlier grade levels. As the proportion of such students increases, overall mathematics

achievement should increase correspondingly. Current STAR results do not, however, provide a clear prediction of CAHSEE performance for future classes.

TABLE 2.16 Results from the STAR 2003 and 2002 9th and 10th Grade Algebra I Assessments

STAR Results for Algebra I			
Assessment Year	2003	2002	Gain
8th Grade	Class of 2007	Class of 2006	
Percent Tested	32	29	3
% at least Basic	67	69	-2
Mean Scale Score	336.8	337	-0.2
9th Grade	Class of 2006	Class of 2005	
Percent Tested	37	32	5
% at least Basic	51	54	-3
Mean Scale Score	306.3	308.9	-2.6
10th Grade	Class of 2005	Class of 2004	
Percent Tested	25	21	4
% at least Basic	35	40	-5
Mean Scale Score	289.5	290.8	-1.3
11th Grade	Class of 2004	Class of 2003	
Percent Tested	13	10	3
% at least Basic	30	35	-5
Mean Scale Score	284.5	286.7	-2.2

Performance of Repeat Test Takers

The Year 3 Evaluation report (Wise et al., June 2002b) included extensive analysis of score gains for students taking the CAHSEE for a second time. Data from the 2002–03 CAHSEE administrations provide an additional opportunity to examine the extent to which remediation programs and other activities have increased scores for students who have to repeat the CAHSEE.

Year-round administration makes the analyses of score gains more complicated. Students from the Class of 2004 took the CAHSEE several times, sometimes with relatively short intervening periods. We recomputed score gains from 2001 to 2002 by taking results from the students' first administration in 2001 and their first administration in 2002. In a few cases, students who tested initially in 2001 did not test again until July or even September of 2002. In the current analyses, these students were added to the sample with gains from 2001 to 2002. For gains from 2002 to 2003, we used results from the students' first administration from 2002, in most cases March or May of 2002, and their first administration in 2003, in most cases March 2003.

Table 2.17 shows average gains for each part of the CAHSEE from 2001 to 2002 and from 2002 to 2003. As with the results reported last year, scores below 300 (less than random guessing) were set to 299. (See Wise et al., June 2002b for an explanation and analysis of below-chance scores.) Score gains for ELA were lower from 2002 to 2003, 10 scale points

compared to nearly 17 scale points for the previous year. Score gains for math were about 10 points in both years. At this rate of increase, the average student starting at a score level of 300 (chance level) would take five years to reach the passing level of 350.

TABLE 2.17 Mean and Standard Deviation of Score Gains for Repeat Test-Takers in Class of 2004

	ELA			Mathematics		
Test Year	No. Tested	Avg. Gain	S.D.	No. Tested	Avg. Gain	S.D.
2001 to 2002	58,043	16.6	20.0	99,614	10.6	15.8
2002 to 2003	37,297	10.4	17.0	86,067	10.2	16.1

The fact that score gains have not increased for the Class of 2004 does not mean that the effectiveness of remediation programs has not increased. Since students who passed the exam previously are excluded from the computation of score gains, the 2002 to 2003 gains are based on a sample who had not gained enough to pass last year. These students thus were likely to have had more significant deficiencies. The fact that math gains for these students are still as high as they were for a more general population of students actually speaks to the continued effectiveness of remediation. Students in the Class of 2005 are not required to retake the CAHSEE if they did not initially pass. It will be two years before students in the Class of 2006 are retested and score gains can be computed. At that time, summer of 2005, we will be able to determine more definitively the extent to which the effectiveness of remediation programs has increased.

Summary

Results from all six administrations during the 2002–03 school year were analyzed separately for students in the high school Class of 2004, who took the CAHSEE as 11th graders, and students in the Class of 2005, who took the exam as 10th graders. For several reasons, *it is not possible to make precise comparisons of results for the Class of 2005 to current or prior results for students in the Class of 2004*. During the past year, the CAHSEE was administered to essentially all students in the Class of 2005. For the Class of 2004, some students took the CAHSEE for the first time as 9th graders and others not until the 10th grade. By the end of the 10th grade, a significant number of students in the Class of 2004 had taken the CAHSEE more than once.

Cumulative passing rates through the end of 10th grade for each section of the CAHSEE were slightly lower for the Class of 2005 although, as noted, many students in the Class of 2004 had multiple chances to pass. Results from the STAR assessments also indicate comparable performance for students in the Classes of 2004 and 2005. Special education students and English learners passed the CAHSEE at significantly lower rates than their classmates. Only 27 percent of students with disabilities passed the ELA portion and about 17 percent of these students passed the mathematics portion. In addition, Hispanic and Black students had considerably lower passing rates on both portions of the CAHSEE than did

White or Asian students. The difference in pass rates between racial/ethnic groups among special education students was pronounced.

As in earlier administrations, ELA passing rates for English learners who had been redesignated as fluent English proficient were comparable to other student groups, suggesting that the lower passing rates for English learners will be erased once they achieve English proficiency. For math, passing levels were once again closely related to level of math coursework completed.

Students in the Class of 2004 who continued to take sections of the CAHSEE showed average score gains of about 10 points in each subject area. ELA score gains from 10^{th} to 11^{th} grade were less than average score gains from 9^{th} to 10^{th} grade (about 17 points). Math score gains from 10^{th} to 11^{th} were the same as from 9^{th} to 10^{th}.

One final finding in analyzing results from the 2002–03 CAHSEE administrations was that there continue to be some issues with record-keeping and possibly with schools' understanding of CAHSEE regulations and procedures. For instance, some students in the Class of 2005 appeared to have been tested earlier than intended (before the March 2003 administration); in other cases, information on the students' grade level may have been ambiguous. Some students not classified as English learners or special education students were provided with testing accommodations designed primarily for these populations. While these issues were relatively minor in comparison to data accuracy issues in earlier years, there is still considerable room for improving the accuracy and completeness of information on students taking the CAHSEE.

CHAPTER 3: STUDENT QUESTIONNAIRE

Introduction

At the end of each part of the CAHSEE, students completed a brief questionnaire that asked for their reactions to the test and their plans for high school and beyond. We examined the responses separately for students in the Class of 2004 (nearly all of whom were repeat test-takers) and students in the Class of 2005 (nearly all of whom were first-time test-takers). For students in the Class of 2005, we also analyzed responses separately for English learners and for students receiving special education services. For comparison, we have included responses from the March 2002 administration separated into repeat test-takers and first-time test-takers. Response frequencies are shown for the following groups of students:

- Class of 2004 students testing in the 2002–03 school year
- Class of 2004 students who were repeat test-takers in March 2002
- Class of 2004 students who were first-time test-takers in March 2002
- Class of 2005 students testing in the 2002–03 school year including:
  - All students
  - English learners
  - Special education students

In this chapter, we present the responses of students in each of these cohorts. The primary intended comparisons are:

- Class of 2004 students in 2002–03 to repeat test-takers in 2002
- Class of 2005 students in 2002–03 to first-time examinees in 2002
- English learners and special education students in the Class of 2005 to all Class of 2005 students.

In making the intended comparisons, Class of 2004 and Class of 2005 students were treated differently for several reasons. First, Class of 2004 students tested in 2002–03 were all repeat test-takers. The most appropriate comparison for these students was the sample of repeat test-takers in the Spring 2002 administrations. By comparison, Class of 2005 students tested in 2002–03 were first-time test-takers. Consequently, we compared their responses to the student questionnaire items to responses of first-time test-takers in spring 2002. Finally, The number of English learners and special education students in the Class of 2004 tested in 2002–03 was judged too small to justify separate analysis of their questionnaire responses. We chose instead to focus on English learners and special education students in the Class of 2005 and compared their responses to responses for the Class of 2005 as a whole.

We made several decisions in defining the samples reported here. First, many students in the Class of 2004 and a few in the Class of 2005 tested more than once between July 2002 and May 2003. We have counted these students each time they responded so the overall counts are larger than the number of different students tested. Second, some students in the

Class of 2005 appear to have tested early, before March 2003. We counted all students in the Sept. 2002 through May 2003 administrations who were listed as 10th graders, as members of the Class of 2005. We counted students in the July 2002 administration who were either 10th or 11th graders, and students in subsequent administrations who were listed as 11th graders, as members of the Class of 2004. A small number of students listed in other grades, including adult education, were excluded from these analyses. Finally, we used preliminary data on the demographics of each student. Final corrections to these demographics, including particularly the student's grade, would have only a small impact on the overall comparisons.

Survey Items

The student survey contained the same eight questions that have been included in prior surveys:

Question 1. How did you prepare for this test? (Check all that apply.)
- A. A teacher or counselor told me about the purpose and importance of the test.
- B. I practiced on a sample of the test.
- C. A teacher spent time in class getting me ready to take the test.
- D. I did not do anything to prepare for this test.

Question 2. How important is this test to you?
- A. Very important
- B. Somewhat important
- C. Not important

Question 3. Do you think you will graduate from high school?
- A. Yes
- B. No
- C. Not sure

Question 4. Will it be harder to graduate if you have to pass a test like this?
- A. Yes, a lot harder
- B. Somewhat harder
- C. Not much harder at all
- D. I really don't know.

Question 5: What do you think you will do after high school?
- A. I will join the military.
- B. I will go to community college.
- C. I will go to a 4-year college or university.
- D. I will go to vocational/technical/trade school.
- E. I will work full-time.
- F. I really don't know what I will do after high school.

Question 6: How sure are you about what you will do after high school?
- A. Very sure
- B. Somewhat sure
- C. Not sure at all

Question 7: How well did you do on this test?
- A. I did as well as I could.

B. I did not do as well as I could have.

Question 8: The main reasons I did not do as well on this test as I could have are (mark all that apply):

A. I was too nervous to do as well as I could.
B. I was not motivated to do well.
C. I did not have time to do as well as I could.
D. There are questions on this test that cover topics I was never taught.
E. There are questions on this test that cover topics I was taught, but I did not remember how to answer them.
F. There were other reasons why I did not do as well as I could.

Findings

Number of Respondents

Table 3.1 indicates the number of respondents in each of the test cohort groups. Classification of a 2002 examinee as "first-time" or "repeater" was based on self-report. Students who did not say whether they took the test in 2001 or who did not answer the questionnaire were excluded from analysis. In particular, this latter constraint resulted in the exclusion of many ELA examinees who did not complete the second constructed-response item and never reached the questionnaire. Also, students who claimed to be repeaters but could not be matched in the 2001 database were excluded.

TABLE 3.1 Number of Respondents to the Student Questionnaire After Taking Test in Different Cohorts

	Test Taken	
Cohort	ELA	Math
Class of 2004 Testing in 2002–03	164,758	309,415
Repeat Examinees in 2002	32,633	87,718
First-Time Examinees in 2002	61,005	77,288
Class of 2005—All Students Tested	409,380	425,724
Class of 2005—English Learners	70,074	73,344
Class of 2005—Special Education	34,341	35,958

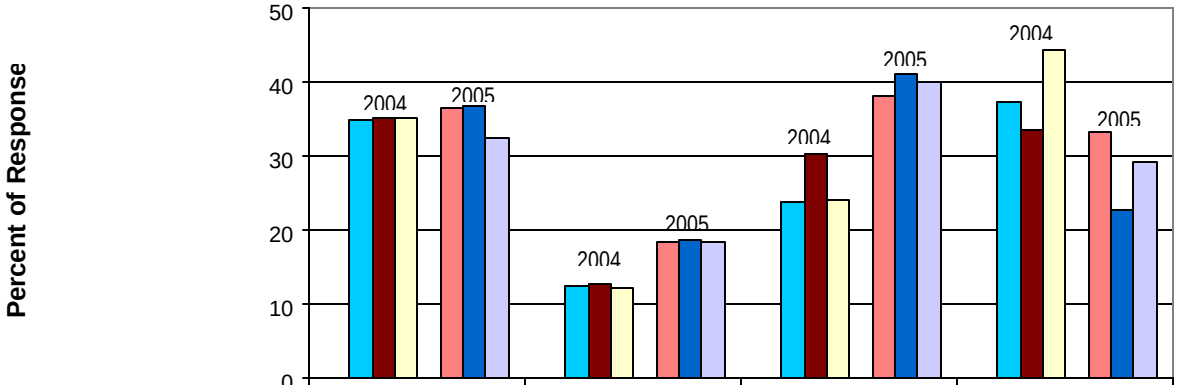
Test Preparation

The first question on the student survey asked the examinees how they prepared for the exam. Responses after taking the ELA test and the math test are presented in Figure 3.1 and Figure 3.2, respectively. The figures show clear differences in test preparation between the class of 2004 and the class of 2005. The class of 2005 had a larger percentage of students who reported either practicing test samples (18% versus 12%) or spending time with a teacher in class (38% versus 24%) than the class of 2004. At the same time, a slightly smaller percentage of students indicated no preparation activities for the class of 2005 than for the class of 2004 (33% versus 37%).

Among the class of 2004, those who repeated the tests before (including both the all 2002–03 examinees and the 2001–02 repeaters) had a slightly higher percentage of engagement in test preparation activities than those who took the test for first time; consistently, the repeating cohorts (about 35%) were less likely to do nothing to prepare for the test than the first-time cohort (about 45%).

Among all the groups, English learners and special education students indicated they were most likely to engage in test preparation activities and least likely to do nothing for test preparation. Thus lack of preparation effort is not a factor in the lower performance of these students.

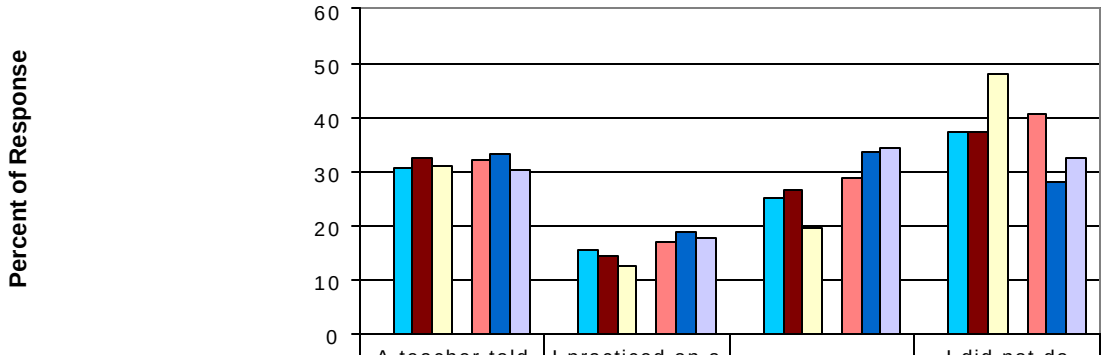
The differences described above between the two years' cohorts can be observed on both the surveys after the ELA and math tests. For the Class of 2005, students reported lower rates of preparation activities for the mathematics test. Over 40 percent reported no preparation activities for the Math test compared to 33 percent for the ELA test.



	A teacher told me the importance.	I practiced on a sample of the test.	A teacher spent time in class.	I did not do anything to prepare.
– Class of 2004				
All 2002-03 Examinees	34.7	12.4	23.6	37.1
2001-02 Repeaters	35.1	12.7	30.1	33.5
2001-02 First-time	35.0	12.0	24.0	44.3
– Class of 2005				
All 2002-03 Examinees	36.3	18.3	38.0	33.3
2002-03 English Learner	36.7	18.5	40.9	22.6
2002-03 Special Educ.	32.3	18.3	39.9	29.0

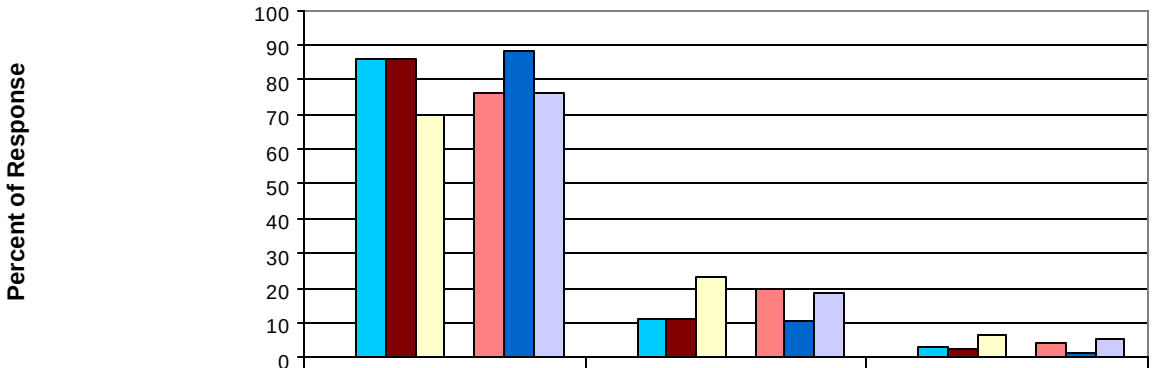
Test Preparation

Figure 3.1 Different cohorts' responses to Question 1—How did you prepare for this test?—after taking the ELA test.



	A teacher told me the importance.	I practiced on a sample of the test.	A teacher spent time in class.	I did not do anything to prepare.
Class of 2004				
All 2002-03 Examinees	30.5	15.5	25.2	37.1
2001-02 Repeaters	32.4	14.3	26.4	37.4
2001-02 First-time	31.0	12.5	19.4	48.1
Class of 2005				
All 2002-03 Examinees	32.0	16.9	28.7	40.5
2002-03 English Learner	33.3	18.8	33.4	28.0
2002-03 Special Educ.	30.3	17.6	34.4	32.6

Figure 3.2 Different cohorts' responses to Question 1—How did you prepare for this test?—after taking the math test.

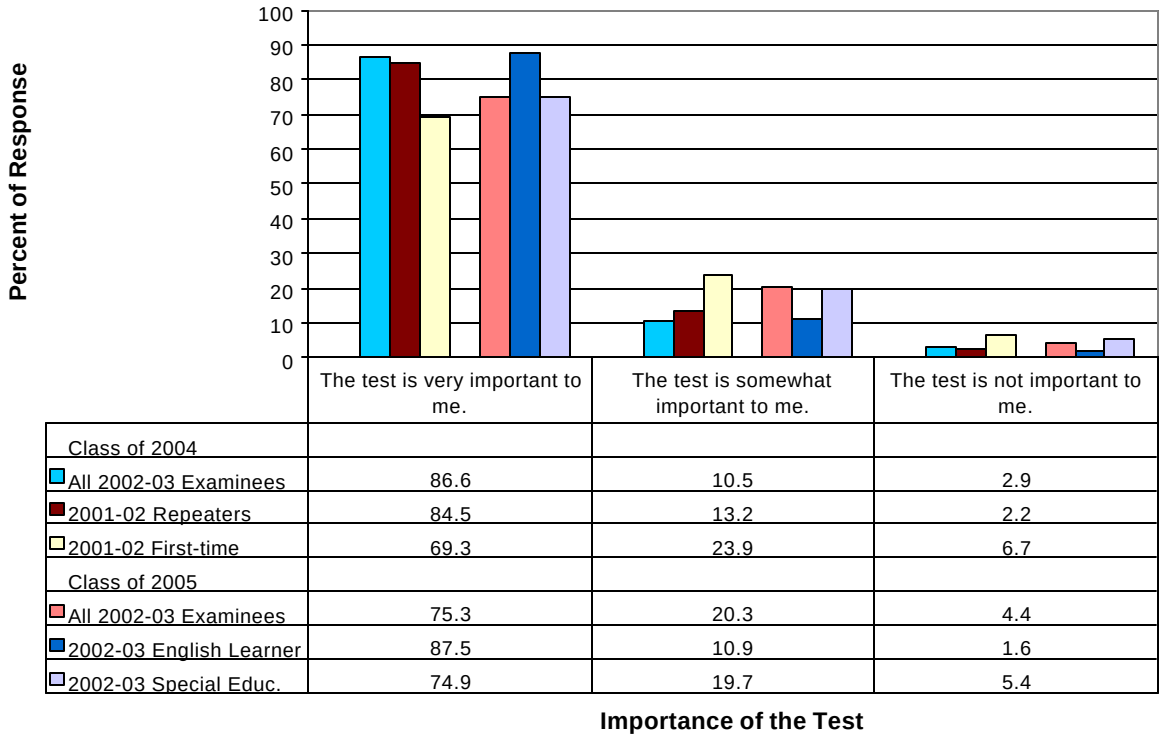


	The test is very important to me.	The test is somewhat important to me.	The test is not important to me.
Class of 2004			
All 2002-03 Examinees	86.0	10.9	3.2
2001-02 Repeaters	86.2	11.4	2.4
2001-02 First-time	70.0	23.1	6.8
Class of 2005			
All 2002-03 Examinees	76.0	19.8	4.2
2002-03 English Learner	88.2	10.3	1.5
2002-03 Special Educ.	76.2	18.8	5.1

Figure 3.3 Different cohorts' responses to Question 2—How important is this test to you?—after taking the ELA test.

Importance of the Test

The second question of the student survey asked examinees how important the CAHSEE was to them. Responses to the question from different cohorts after the ELA test and after the math test are presented in Figure 3.3 and Figure 3.4, respectively. The two figures show similar response patterns. Generally, an overwhelming majority (70% or above) of all the cohorts viewed the tests as "very important" to them. Only a small proportion of the respondents (below 7%) reported that the tests were "not important" to them. A slightly larger percentage of students who took the tests for the first time in the class of 2005 perceived the tests as "very important" to them than had the first-time test-takers in the class of 2004. Compared to other cohorts, the two repeater cohorts in the class of 2004 and English learner students in the Class of 2005 were more likely to view the tests as "very important" to them and less likely to respond with "somewhat important" or "not important" to them. It is worth noting that, in the class of 2005, students in special education did not show much difference from other students in their perceptions of the importance of the CAHSEE.



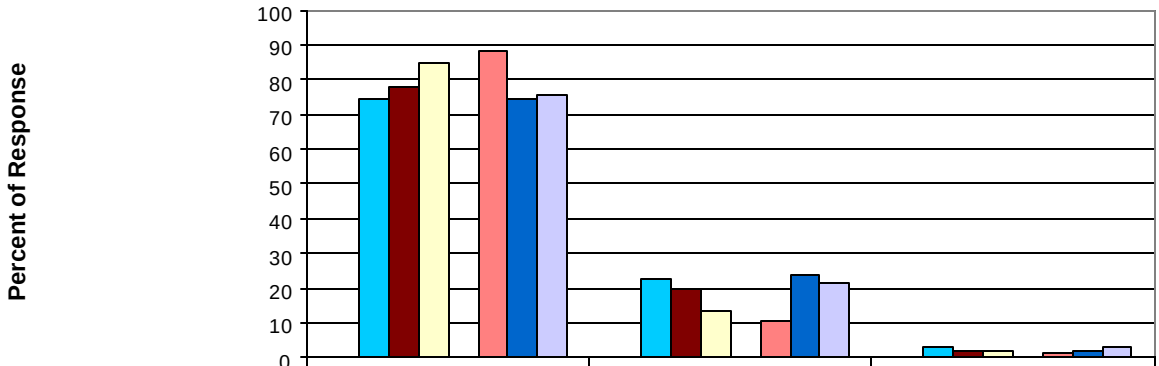
	The test is very important to me.	The test is somewhat important to me.	The test is not important to me.
Class of 2004			
All 2002-03 Examinees	86.6	10.5	2.9
2001-02 Repeaters	84.5	13.2	2.2
2001-02 First-time	69.3	23.9	6.7
Class of 2005			
All 2002-03 Examinees	75.3	20.3	4.4
2002-03 English Learner	87.5	10.9	1.6
2002-03 Special Educ.	74.9	19.7	5.4

Figure 3.4 Different cohorts' responses to Question 2—How important is this test to you?—after taking the math test.

Plans for High School and Beyond

Question 3 of the student survey asked examinees how sure they were that they would graduate from high school. Responses to this question from all groups after the ELA test and the math test are presented in Figure 3.5 and Figure 3.6, respectively. Overall, more than 70 percent of all cohorts expected that they would graduate from high school while less than 4 percent thought they would not graduate from high school. Among all the cohorts, the two

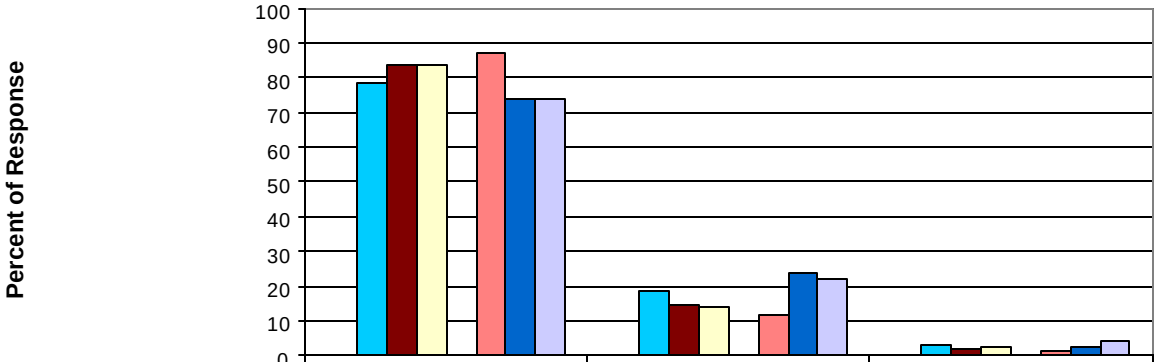
groups of first-time test-takers, including the "2001–02 first-time" group in the class of 2004 and the "all 2002–03 examinees" in the class of 2005, were most optimistic about their high school graduation. Students in the Class of 2004 who still had to pass the CAHSEE in the 11th grade were less optimistic about their prospects of graduating. The lower expectations of English learners and special education students were also consistent with the significantly lower passing rates for these groups.



	Yes-I will graduate from high school.	Not sure if I will graduate from high school	No-I will not graduate from high school.
Class of 2004			
All 2002-03 Examinees	74.4	22.4	3.2
2001-02 Repeaters	78.0	19.8	2.2
2001-02 First-time	84.6	13.4	1.9
Class of 2005			
All 2002-03 Examinees	88.3	10.6	1.1
2002-03 English Learner	74.6	23.5	1.9
2002-03 Special Educ.	75.8	21.3	3.0

Expectation of High School Graduation

Figure 3.5 Different cohorts' responses to Question 3—Do you think you will graduate from high school?—after taking the ELA test.

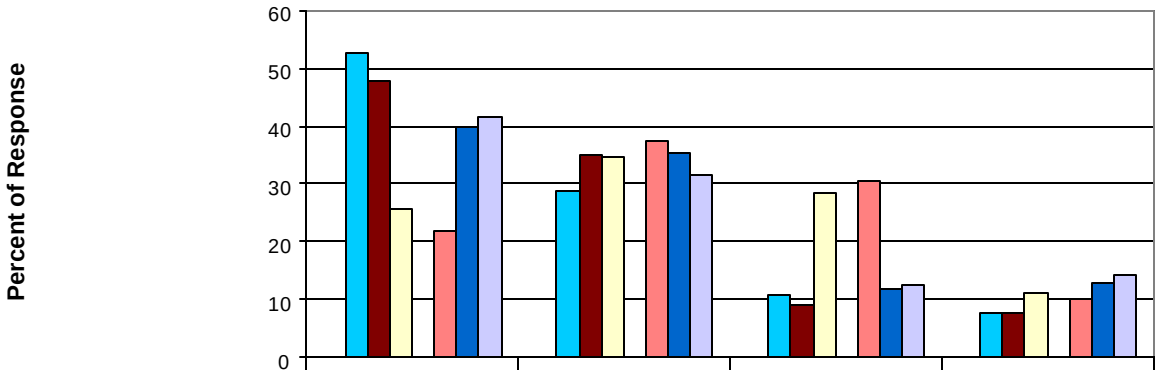


	Yes-I will graduate from high school.	Not sure if I will graduate from high school	No-I will not graduate from high school.
Class of 2004			
All 2002-03 Examinees	78.5	18.5	3.0
2001-02 Repeaters	83.6	14.6	1.7
2001-02 First-time	83.8	13.8	2.2
Class of 2005			
All 2002-03 Examinees	87.1	11.4	1.6
2002-03 English Learner	74.0	23.7	2.3
2002-03 Special Educ.	73.8	22.3	3.9

Expectation of High School Graduation

Figure 3.6 Different cohorts' responses to Question 3—Do you think you will graduate from high school?—after taking the math test.

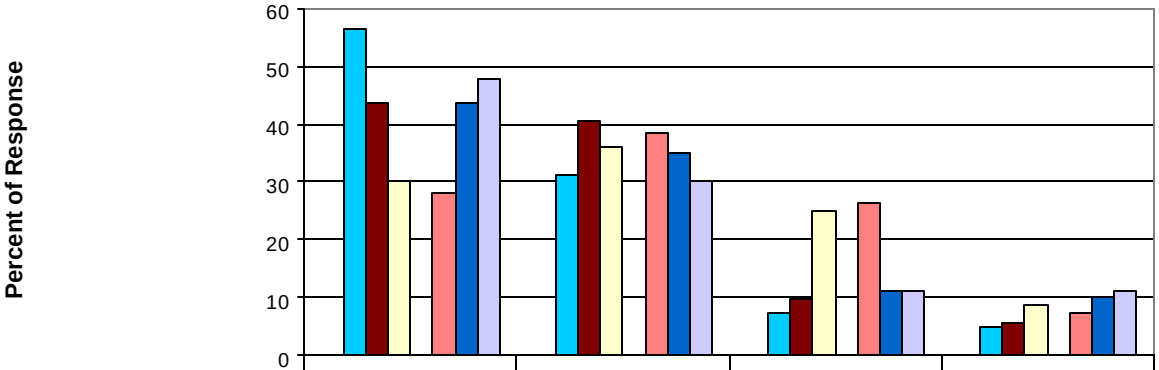
Question 4 of the student survey asked examinees if they believed the requirement to pass a test such as the CAHSEE would make it harder to graduate from high school. Responses from all the cohorts to this question after the ELA test and the math test are presented in Figure 3.7 and Figure 3.8, respectively. The majority of students in the Class of 2004 who had still not passed said that the CAHSEE requirement would make it a lot harder to graduate. Among students in the Class of 2005, nearly twice as many English learners and special education students said that the CAHSEE would make graduation difficult (about 40% compared to 22%). In general, examinees were more likely to indicate "somewhat harder" or "a lot harder" and less likely to report "not much harder at all" to graduate from high school after taking the math test than after the ELA test. This suggests that the math test was more frustrating than the ELA test. This difference is a reflection of the considerably lower passing rates for the math portion of the CAHSEE.



	Yes, a lot harder	Somewhat harder	Not much harder at all	I really don't know.
Class of 2004				
All 2002-03 Examinees	52.6	28.9	10.8	7.8
2001-02 Repeaters	47.8	35.1	9.1	7.8
2001-02 First-time	25.6	34.6	28.4	11.1
Class of 2005				
All 2002-03 Examinees	21.8	37.4	30.6	10.2
2002-03 English Learner	39.8	35.3	12.0	13.0
2002-03 Special Educ.	41.6	31.5	12.7	14.3

Perceived Impact of the ELA Test on Graduation

Figure 3.7 Different cohorts' responses to Question 4—Will it be harder to graduate if you have to pass a test like this?—after taking the ELA test.



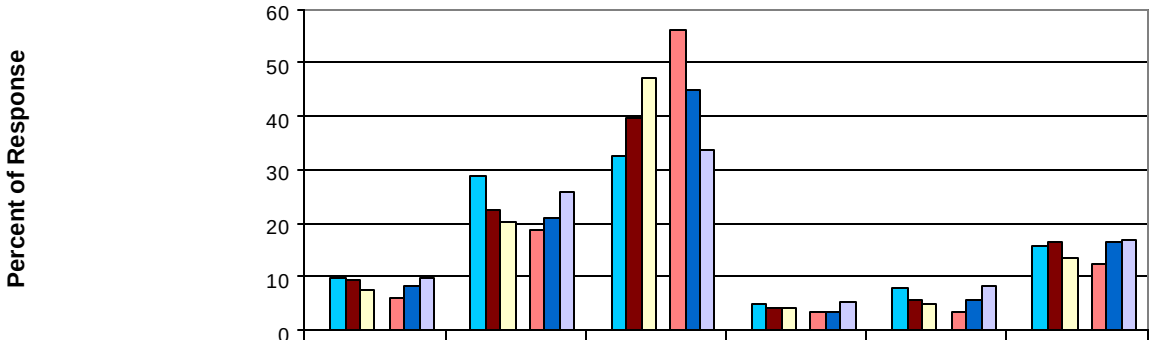
	Yes, a lot harder	Somewhat harder	Not much harder at all	I really don't know
Class of 2004				
All 2002-03 Examinees	56.5	31.2	7.5	4.9
2001-02 Repeaters	43.8	40.5	9.9	5.7
2001-02 First-time	30.0	36.2	25.0	8.6
Class of 2005				
All 2002-03 Examinees	28.0	38.4	26.4	7.2
2002-03 English Learner	43.8	35.2	11.1	10.0
2002-03 Special Educ.	47.9	30.0	11.0	11.0

Perceived Impact of the Math Test on Graduation

Figure 3.8 Different cohorts' responses to Question 4—Will it be harder to graduate if you have to pass a test like this?—after taking the math test.

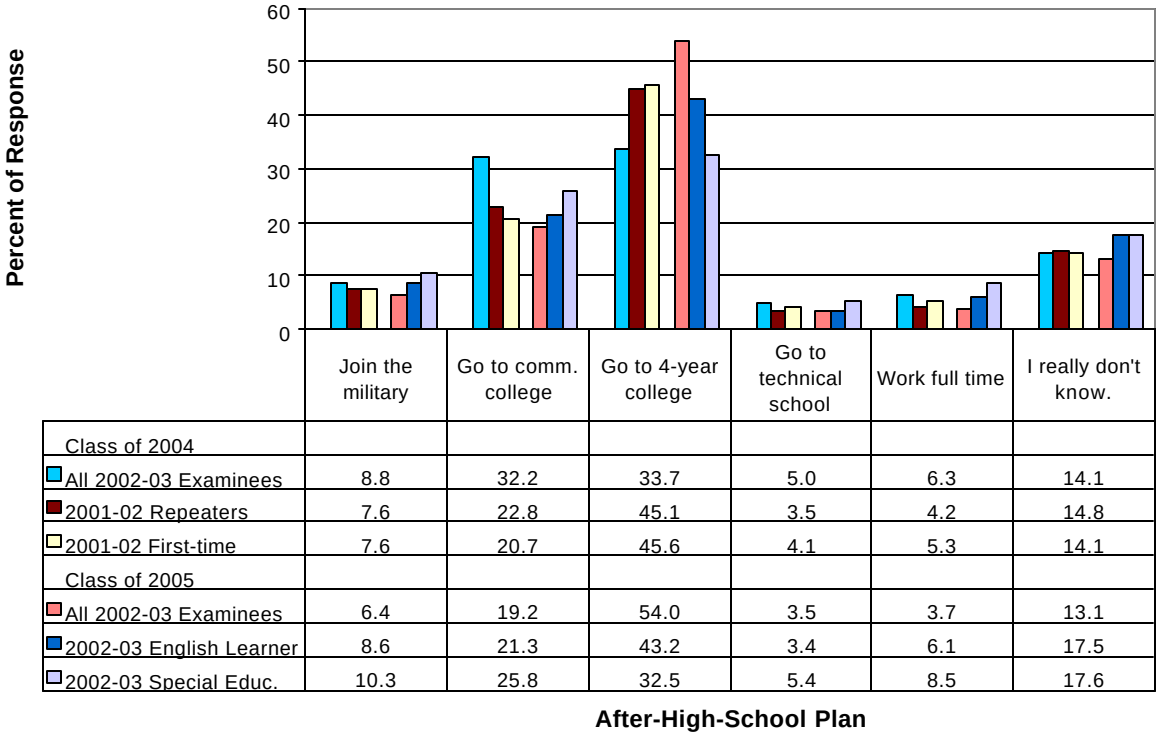
Question 5 of the student survey asked examinees about their plans after high school. The results (see Figure 3.9 and Figure 3.10) showed that, across all the cohorts, "go to 4-year college" was the most popular choice and "go to community college" was the second most popular choice. Those first-time test-takers were more likely to plan to go to 4-year college after high school than other cohorts of respondents. About 55 percent of the category, "all 2002–03 examinees" in the class of 2005 and about 45 percent of the "2001–02 first time" respondents indicated they planned to go to 4-year college. Between the two groups of repeat test-takers in the class of 2004, the "2001–02 repeaters" were more likely to indicate they would plan to go to 4-year college" and less likely to go to community college than the "all 2002–03 examinees." A comparison of the three groups in the class of 2005 showed that students receiving special education services had the lowest expectation for a "4-year college" life after high school while English learner students' expectation for a "4-year college" stood between the "all 2002–03 examinees" and students in special education.

Special education students in the Class of 2005 and students in the Class of 2004 who were still testing as 11th graders were more likely to expect to join the military (about 10%), work full time (about 8%) or go to a technical school (about 5%) in comparison to students in the Class of 2005 overall (6, 4, and 3% respectively). The pattern of responses after the mathematics section was very similar to responses given after the ELA section.



	Join the military	Go to comm. college	Go to 4-year college	Go to technical school	Work full time	I really don't know.
Class of 2004						
All 2002-03 Examinees	9.8	28.9	32.7	5.0	8.1	15.6
2001-02 Repeaters	9.3	22.4	39.6	4.1	5.7	16.6
2001-02 First-time	7.4	20.1	47.2	4.1	5.0	13.6
Class of 2005						
All 2002-03 Examinees	6.1	18.7	56.1	3.5	3.4	12.2
2002-03 English Learner	8.4	21.0	45.0	3.5	5.7	16.4
2002-03 Special Educ.	9.9	25.7	33.8	5.5	8.3	16.9

Figure 3.9 Different cohorts' responses to Question 5—What do you think you will do after high school?—after taking the ELA test.



	Join the military	Go to comm. college	Go to 4-year college	Go to technical school	Work full time	I really don't know.
Class of 2004						
All 2002-03 Examinees	8.8	32.2	33.7	5.0	6.3	14.1
2001-02 Repeaters	7.6	22.8	45.1	3.5	4.2	14.8
2001-02 First-time	7.6	20.7	45.6	4.1	5.3	14.1
Class of 2005						
All 2002-03 Examinees	6.4	19.2	54.0	3.5	3.7	13.1
2002-03 English Learner	8.6	21.3	43.2	3.4	6.1	17.5
2002-03 Special Educ.	10.3	25.8	32.5	5.4	8.5	17.6

Figure 3.10 Different cohorts' responses to Question 5—What do you think you will do after high school?—after taking the math test.

Question 6 of the student survey asked examinees how sure they were about what they would do after high school. Figure 3.11 and Figure 3.12 show that, overall, there was not much difference in responses to this question across cohorts either after the ELA test or the math test. Not surprisingly, a slightly higher percentage of 11th grade students felt "very sure" about their life after high school in comparison to the other cohorts (all of whom responded as 10th graders).

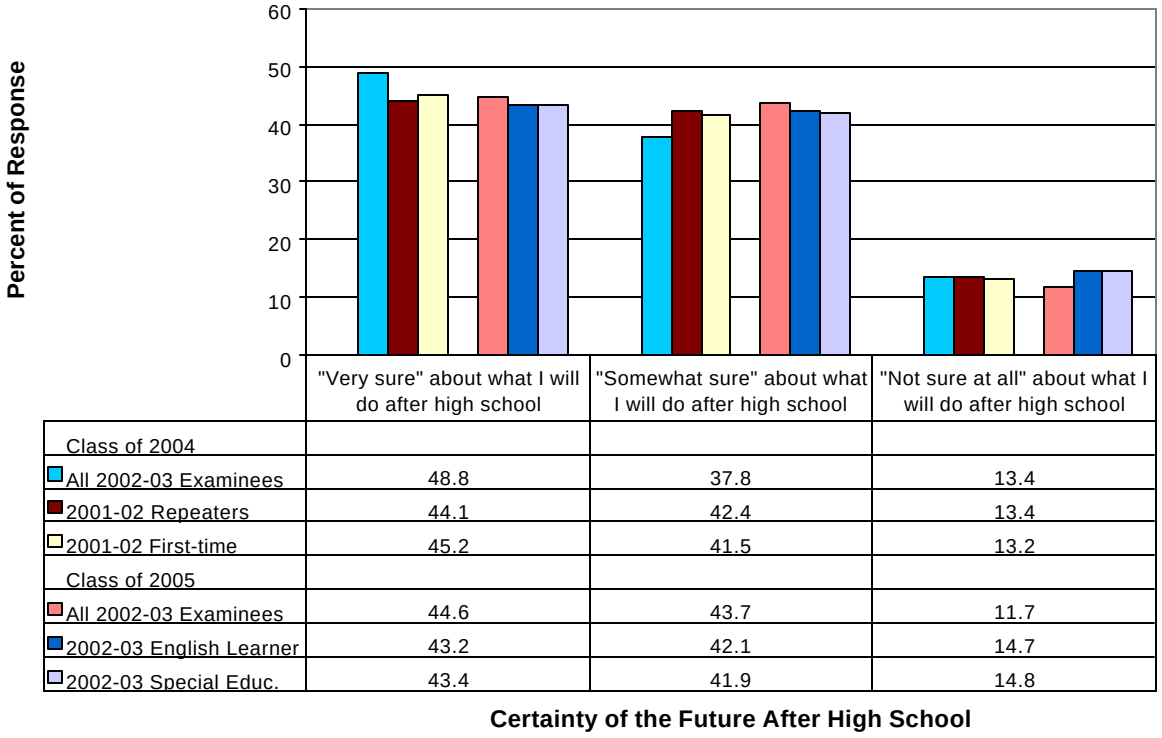


Figure 3.11 Different cohorts' responses to Question 6—How sure are you about what you will do after high school?—after taking the ELA test.

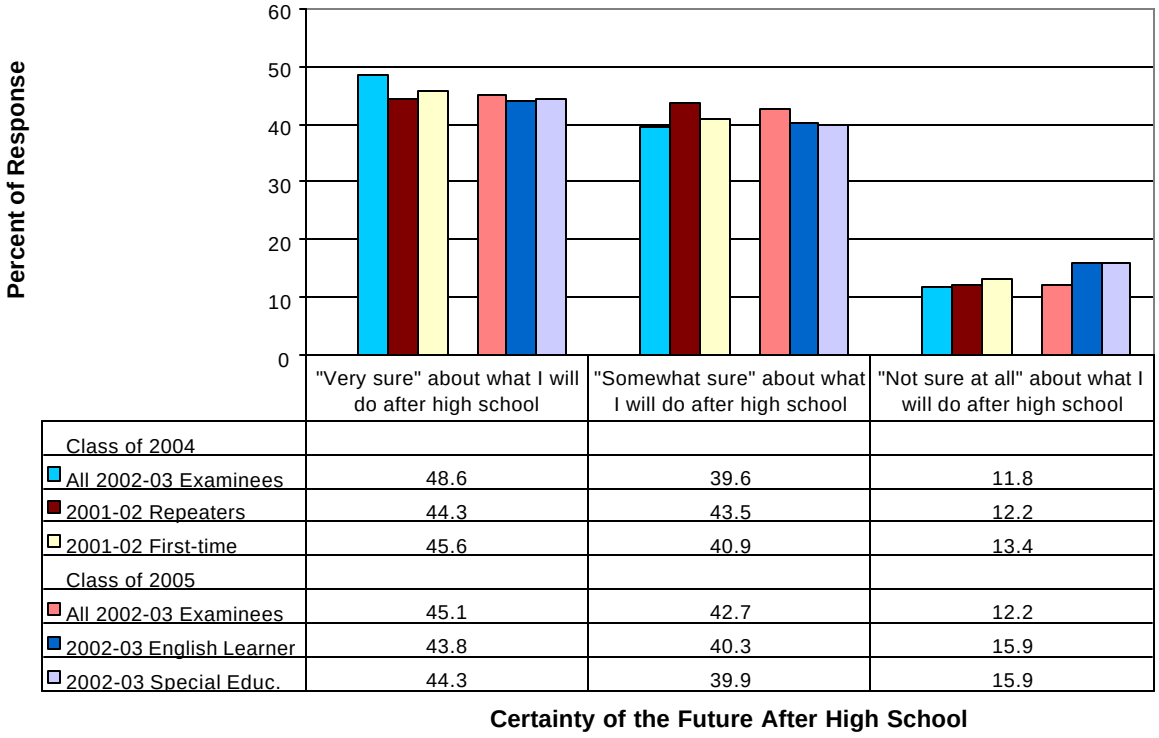
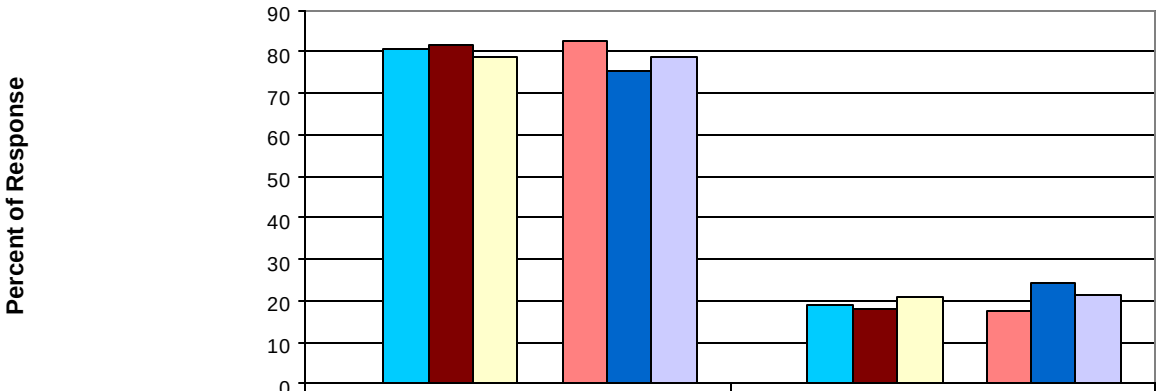


Figure 3.12 Different cohorts' responses to Question 6—How sure are you about what you will do after high school?—after taking the math test.

Perceived Test Performance and Influencing Factors

Question 7 of the student survey asked examinees if they performed as well as they could have on the test. Responses from all the cohorts to this question after the ELA test and the math test are presented in Figure 3.13 and Figure 3.14, respectively. More than three quarters of the respondents from each cohort indicated that "I did as well as I could on this test" after the ELA test. About 70 percent had a similar appraisal of their effort after the math test. Generally speaking, there was not much difference in responses to this question across different cohorts.



	I did as well as I could on this test.	I did not do as well as I could have.
Class of 2004		
All 2002-03 Examinees	80.8	19.2
2001-02 Repeaters	81.6	18.2
2001-02 First-time	78.9	21.0
Class of 2005		
All 2002-03 Examinees	82.4	17.6
2002-03 English Learner	75.6	24.4
2002-03 Special Educ.	78.5	21.5

Perceived Test Performance

Figure 3.13 Different cohorts' responses to Question 7—How well did you do on this test?—after taking the ELA test.

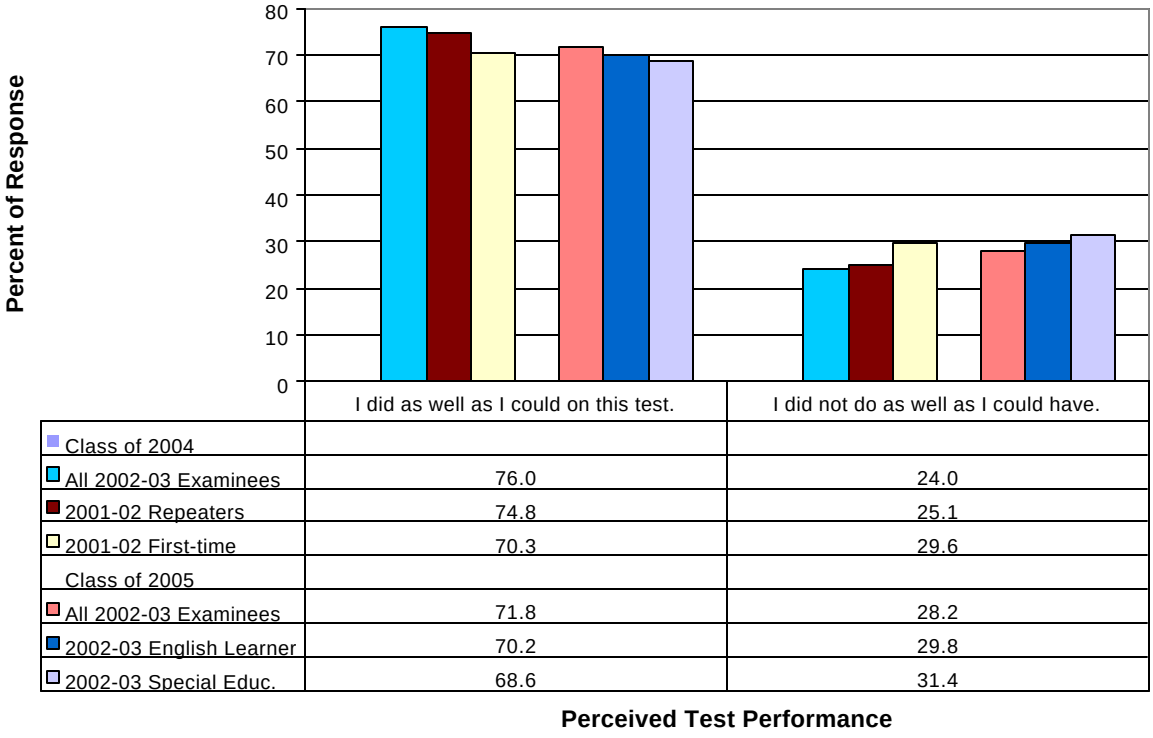
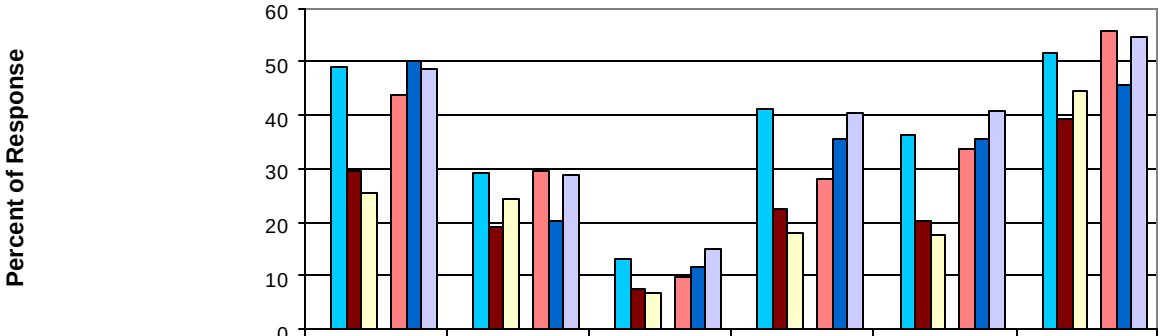


Figure 3.14 Different cohorts' responses to Question 7—How well did you do on this test?—after taking the math test.

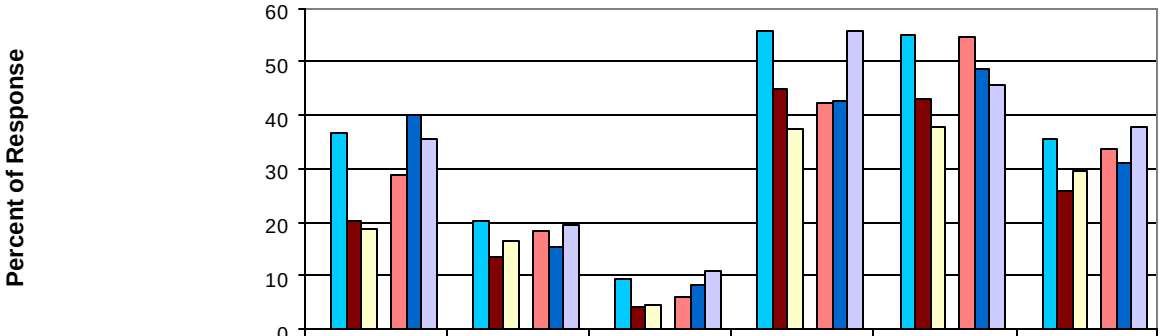
Question 8 of the student survey asked examinees what factors affected their test performance. Responses to this question from all the cohorts after the ELA test and the math test are presented in Figure 3.15 and Figure 3.16, respectively. Regardless of the "other reasons" category, the most often indicated factors were "too nervous," "topics had not been taught," and "did not remember what was taught." Among the three options, the "too nervous" option was reported most frequently by the ELA respondents while the "topics had not been taught" option and the "did not remember" option were reported more often by the math respondents. Compared to the two 2001–02 cohorts in the class of 2004, students from the class of 2005 and the "all 2002–03 examinees" cohort in the class of 2004 were more likely to use all the given factors to explain why they did not do as well as they could have on the tests. Compared to the all 2002–03 examinees in the class of 2005, students receiving special education services and English learners showed disadvantages because they felt more nervous and needed more time; and they (especially the respondents also receiving special education services) were also more likely to see topics that had not been taught on the test.



	Too nervous	Not motivated	Did not have time	Topics had not been taught	Did not remember	Other reasons
Class of 2004						
All 2002-03 Examinees	49.0	29.2	13.3	41.2	36.3	51.6
2001-02 Repeaters	29.8	19.0	7.4	22.5	20.2	39.5
2001-02 First-time	25.4	24.3	6.7	17.9	17.6	44.6
Class of 2005						
All 2002-03 Examinees	43.6	29.4	9.7	28.2	33.7	55.8
2002-03 English Learner	50.0	20.1	11.5	35.4	35.6	45.5
2002-03 Special Educ.	48.7	28.9	15.0	40.5	40.8	54.5

Factor Related to Test Performance

Figure 3.15 Different cohorts' responses to Question 8—The main reasons I did not do as well on this test as I could have are…—after taking the ELA test.



	Too nervous	Not motivated	Did not have time	Topics had not been taught	Did not remember	Other reasons
Class of 2004						
All 2002-03 Examinees	36.6	20.3	9.5	55.9	54.9	35.4
2001-02 Repeaters	20.4	13.6	4.2	44.8	42.9	25.7
2001-02 First-time	18.9	16.3	4.6	37.3	37.9	29.4
Class of 2005						
All 2002-03 Examinees	28.9	18.3	6.1	42.1	54.6	33.8
2002-03 English Learner	40.2	15.4	8.3	42.8	48.8	31.1
2002-03 Special Educ.	35.7	19.5	11.0	55.7	45.7	37.7

Factor Related to Test Performance

Figure 3.16 Different cohorts' responses to Question 8—The main reasons I did not do as well on this test as I could have are…—after taking the math test.

Summary

In general, student responses to questions about preparation and effort for the test and plans for graduation and beyond have been relatively constant. More the three-quarters expect to graduate from high school, although up to half of the students most at risk of not passing the CAHSEE believe that graduation will be harder because of the CAHSEE. More than 60 percent expect to go to either a four-year or a community college. About three-quarters of the students thought they did as well as they could on the test with about 60 percent indicating they took specific steps to prepare for the test.

There were a few notable differences for students in the Class of 2004 who were still testing as 11th graders and for English learners and students with disabilities within the Class of 2005. These students were less sure about graduation and fewer expected to go to college. More of them reported that were nervous and may not have done as well as they could have on the exam.

About one-quarter of the students reported not doing as well as they could have on the assessment. Of these, about 40 percent (about 10% overall) felt they had not been taught some of the material on the test. A slightly higher proportion reported having been taught the knowledge and skills assessed by CAHSEE, but having forgotten some of what they were taught.

CHAPTER 4: PRINCIPAL, TEACHER, AND SITE TESTING COORDINATOR REACTIONS

Introduction

As in previous years of the evaluation, principals, teachers, and site testing coordinators within a sample of schools completed surveys to report current experiences, impressions, and expectations regarding the CAHSEE exam. The longitudinal survey was initiated with principals and teachers prior to the first administration of the CAHSEE to gather baseline and planning information. Thus, this was the fourth administration for principals and teachers. The longitudinal survey was initiated with site testing coordinators following the first administration of the CAHSEE, and this was the second administration for them. To the maximum extent possible, survey items were retained intact from previous years to facilitate comparisons over time.

In order to identify trends over time, we established a longitudinal sampling base. We selected this representative sample of 92 high schools from 27 districts to be surveyed each spring. We collected Year 1 data from this sample in Spring 2000, Year 2 data in Spring 2001, Year 3 data in Spring 2002, and Year 4 data in Spring 2003. Three surveys were administered to capture Year 4 data: one for principals, one for teachers in the same schools, and another for CAHSEE school site testing coordinators in the same schools. The survey for principals requested information about issues such as preparation for, planning for, and expected impact of the CAHSEE. The teacher survey emphasized classroom practices as well as issues regarding the preparation and planning for, and the predicted impact of the CAHSEE. The site-coordinator survey asked for feedback on training and guidance, students tested, and the general approach to conducting the examination. All surveys contained several open-ended questions to allow respondents to clarify their responses and to indicate any additional information they felt was worth sharing.

Survey Development

Following are the main question categories addressed in the surveys:

1. What is the extent and type of current preparation for the CAHSEE?
2. What degree of awareness of the CAHSEE do students and parents currently have?
3. What activities have schools undertaken to prepare students for the first administration of the CAHSEE?
4. How do schools anticipate addressing the issue of students who are unsuccessful on the CAHSEE?
5. What are schools' predictions for first administration pass rates?
6. What are schools' predictions for the impact of the CAHSEE?
7. What are schools' predictions for influence of the CAHSEE on instructional practices?

8. What are schools' estimates of the percentage of students, by various student subgroups, who have had instruction in each of the content standards?

To the extent possible, survey items on the Spring 2003 surveys were identical to those on the Spring 2000, 2001, and 2002 surveys. This matching served to maximize comparability across years, so trends could be inferred. However, some items were improved in response to earlier feedback. Where questions have been revised substantially, the changes are noted.

Sampling and Administration

The goal for the sampling plan was to select districts for inclusion in the CAHSEE evaluation data collection efforts that would be as representative as possible. A complete description of the sampling procedure is presented in Wise, et al. (June 2000a). In short, a representative sample of 27 districts was selected in Spring 2000 for intensive study over the course of the CAHSEE evaluation. Replacements were identified for each district in case the targeted district could not participate. In each original and replacement district, we selected 1–15 high schools, depending on district size, to create a representative sample of 92 schools. Where possible, we identified replacements for each selected school. In small districts containing only one or two high schools, all schools were in the original sample. Sampling ratios were established so that each school would represent approximately the same number of 10^{th} grade students. In this way, simple averages across the schools in the sample would provide estimates for all 10^{th} grade students in the state.

We surveyed the principals and teachers of these schools in Spring 2000; results are reported in Wise et al. (June 2000a). Schools from all but three districts participated at that time. In Spring 2001, all of the previously participating districts as well as two of the previously nonparticipating districts indicated a willingness to participate. One nonparticipating district was replaced (Wise et al., June 2001). One district declined to participate in the Spring 2002 survey, and we identified and contacted a replacement district. Details of the three participating schools were not confirmed in sufficient time to allow teachers and the principals to complete the surveys. In Spring 2003, two districts declined to participate, and a replacement was made for the one that declined early in the process. Six individual schools declined to participate and replacements were made for three.

The respondent sample for the surveys comprised 26 districts. Initial contact was made with a district contact person to inform them that it was time for the longitudinal survey and to ensure that it was acceptable to contact the schools in the sample from that district. Once approval from the district had been verified, we made initial contact with the schools' principals through a faxed or mailed information packet. We offered to provide the surveys in either print or electronic formats, and asked principals to indicate their preference for survey format when they confirmed their schools' participation.

The web-based (Internet) survey was based on the paper version of the survey. We e-mailed instructions, a unique password, and the Web address (i.e., Uniform Resource Locator or URL) of the survey to those respondents who preferred the Internet version. The on-line survey went live on April 21, 2003 and remained on-line until May 28. The paper-

based survey packets were shipped in April 2003 to the attention of the principal or designee. The packets included the following:

- Cover letter and instructions to principal
- One principal survey
- Cover letter and instructions to teachers
- Four teacher surveys—two labeled for English-language arts (ELA) and two labeled for mathematics
- One school site testing coordinator survey
- Instructions and packaging for returning evaluation materials

We asked principals to complete their questionnaires or to designate someone to do so. We asked them to identify one or two teachers of Algebra I, or other appropriate mathematics course, and one or two 9th or 10th grade ELA teachers to complete the teacher surveys (if faculty size was sufficient). We also asked the principals to identify the person in their school responsible for administration of the CAHSEE. Each survey was contained in a sealable envelope to be returned to the principal for return shipment; the sealable envelope was intended to facilitate candid responses. The cover letters to each group encouraged respondents to contact a HumRRO project member if they had questions or concerns. A copy of each survey instrument is included in Appendices A, B, and C.

We requested that evaluation materials be returned to HumRRO by April 24. Schools planning May 2003 administrations were asked to delay completion of the school site testing coordinator survey until testing was complete. In late April we initiated follow-up faxes and telephone calls to schools that had not responded, to encourage completion of their evaluation materials.

Principal and Teacher Findings

Forty-two high school principals, 110 teachers, and 35 test coordinators representing 55 schools across 25 districts completed surveys. Results are reported in the following areas:

- Background
- Awareness
- Preparation
- Use of Results
- Expectations
- Other

We have reported the results in three ways, as summaries of principal, teacher, and test coordinator responses to the Spring 2003 survey. In addition, as appropriate, we compared the 2003 responses with comparable questions on the Spring 2000, 2001, and 2002 surveys to provide information regarding trends and stability of responses over time. Note that these comparisons are presented at a summary level; that is, changes in responses from individual schools or districts are not presented.

Of the 92 targeted schools that received the Spring 2003 principal, teacher, and test coordinator surveys, 55 (60% of the original sample, from across 25 of the 27 districts [92

%]) returned surveys. The remaining schools in the sample were unable to complete the surveys due to heavy staff demands at the end of the school year. One or more teacher surveys were received from 31 schools (34%).

Background

Principals indicated that they have held principal or other school-level administration positions for 1–30 years, with a mean of 11 years. They reported 3–32 years of teaching experience, 1–26 years working in their present schools, and 3–38 years of working in public schools.

Teachers were asked to provide demographic information. Table 4.1 shows that most respondents reported education beyond a bachelor's degree. For primary subject area, 49 percent indicated that the primary subject area they taught was English or language arts and 51 percent specified mathematics as their primary subject area. Ninety-two percent indicated that they are certified in their primary subject area. Both ELA and math teachers reported a mean of 17.7 years of teaching experience.

TABLE 4.1 Teacher-Reported Percentages of Highest Level of Education

Bachelor's	Some Graduate	Master's	Doctorate	Other
12	36	46	3	3

Principals were asked to provide background information on their schools. Table 4.2 indicates that most schools taught grades 9–12. The current number of teachers on staff ranged from 1 to 235, with a mean of 72 (SD=57). Principals reported that the percentage of teachers with advanced degrees ranged from 0 percent to 88 percent (median=45%). Principals also reported that 0–100 percent of their teachers were certified in the subject they are teaching (median=95%).

TABLE 4.2 Principal-Reported Percentages of Grades Taught at School

Grades 9–12	Grades 10–12	Other Grade Combination	No Response
76	12	10	2

As shown in Table 4.3 the majority of principals reported counselor-student ratios greater than 300:1. Eighty-eight percent of the responding schools currently have a testing coordinator. Principals reported, on average, a graduation rate of 67 percent (SD=31), with rates varying by racial/ethnic group. Mean estimated mobility rate of seniors was 32 percent (SD=36).

TABLE 4.3 Principal-Reported Percentages of Schools' Student-Counselor Ratio

Less than 50:1	50–100:1	101–200:1	201–300:1	Greater than 300:1	No Response
7	2	10	10	60	12

The survey asked principals to indicate whether their schools offered various specialty education programs. The most frequently listed programs were:

- special education programs (94%)
- remedial courses (72%)
- Advanced Placement (70%)
- English learner programs (68%)
- school/community/business partnerships (43%)
- targeted tutoring (32%)
- magnet programs (30%)
- multicultural/diversity-based programs (15%)
- International Baccalaureate (4%)
- other (19%)

Teachers were asked to provide some information about their own classes. Table 4.4 shows their responses regarding the average percentage of students in their classes that speak English fluently. The average ELA class size was 22 students; the average math class had 32 students.

TABLE 4.4 Teacher-Reported Percentages of Student English Fluency

100% English Fluent	90–99% English Fluent	75–89% English Fluent	50–74% English Fluent	Less Than 50% English Fluent
12	53	20	12	2

Teachers were asked to estimate the level of preparation of their students to pass the CAHSEE. Table 4.5 provides their responses by ELA and mathematics.

TABLE 4.5 Teachers-Reported Percentages of Student Preparation for Proficiency on the CAHSEE

Subject	Excellent	Good	Fair	Poor
ELA	21	26	27	21
Math	32	27	28	35

Note: Since these mean percentages were based on each teacher's estimate, they will not add up to 100 percent.

The survey asked teachers to estimate the amount of time, on average, they believed students spend working on assignments in the subject they teach (as opposed to total homework time) outside the classroom each week. The results are shown in Table 4.6.

TABLE 4.6 Teacher-Reported Percentages of Student Time Spent of ELA or Mathematics Assignments

More Than 3 Hours	1–3 Hours	Less Than 1 Hour	None
11	53	27	9

Teachers were asked to estimate how often they plan for students to participate in specific types of activities. The activities rated most frequently as being done once or twice a week or almost every day were:

- do work from textbooks (91%)
- do work from supplemental materials (81%)
- apply subject area knowledge to real-world situations (76%)
- work in pairs or small groups (70%)
- take quizzes or tests (69%)
- write a few sentences (66%)
- do work on the computer [new question on the 2003 survey] (23%)

Most of these estimates are highly consistent with estimates provided a year earlier. The largest difference was an 8 percent increase for the "take quizzes or tests" response.

Awareness

Principals were asked to estimate how aware their students and parents were of the CAHSEE. Ten percent estimated that their students knew nothing about the exam, one-third estimated that their students had at least general information, and a substantial proportion of respondents estimated their students had specific knowledge of the exam (e.g., 79% reported the students knew what knowledge and skills are covered; 71% indicated they knew the time of year when the exam is given; 81% of students knew which students have the opportunity to take the exam). Twelve percent of principals estimated that their students' parents knew nothing about the exam, 62 percent estimated their students' parents had at least general information, and an additional 26–60 percent estimated that their students' parents had advanced knowledge of the exam (e.g., 26% reported that parents knew what knowledge and skills are covered, 57% indicated they knew the time of year when the exam is given, and 60% believe parents know which students have the opportunity to take the exam). In general, principals' ratings of student and parent familiarity with CAHSEE have improved over prior years. See Table 4.7 for comparison of the 2002 and 2003 data on this question. Principals were asked to estimate the percentage of students and parents in their school who know what knowledge and skills are covered by the exam. The 2003 mean estimate of student familiarity was 63 percent (SD=25.67) compared to the 2002 estimate of 41 percent (SD=24.25); the 2003 mean estimate of parent familiarity was 43 percent (SD=29.94) compared to the 2002 estimate of 29 percent (SD=26.37).

TABLE 4.7 Principal-Estimated Percentage of Students and Parents Familiar with CAHSEE

Familiarity	2001		2002		2003	
	Students N=45	Parents N=45	Students N=45	Parents N=46	Students N=42	Parents N=42
They know which students have the opportunity to take the exam.	49	18	67	54	81	60
They know the time of year when the exam is given.	38	38	67	63	71	57
They know what knowledge and skills are covered by the exam.	33	18	51	17	79	26
Have general information only	67	78	60	89	33	62
No familiarity	2	7	4	4	10	12

Note: Respondents could select multiple responses, thus the columns total more than 100 percent.

Preparation Thus Far

The Spring 2001 survey asked about preparation that has already been initiated. One precursor to a successful program is to align school curricula with the state content standards to ensure that students are being taught what will be tested. Thus respondents were queried about alignment with state content standards. Table 4.8 presents comparison data of responses given in 2000, 2001, 2002, and 2003 regarding preparations made to align curricula with the California academic content standards. The 2003 percentage of principals that reported efforts to align with state content standards is slightly lower than the 2002 percentage.

Principals were asked to compare their district standards with the state content standards. Table 4.9 presents comparison data on the similarity between district and state standards across the four survey years. Responses were largely consistent between 2001 and 2002, with more than two thirds of respondents indicating their districts had adopted the California academic content standards. In 2003, there was a slight increase in the number of principals reporting that their district had adopted state content standards. There were no reports that principals' districts do not have an official set of standards, although 3 percent of principals indicated they could not judge the status of mathematics standards.

TABLE 4.8 Principal-Reported Percentages of Preparations for Alignment with California Academic Content Standards

Preparation	2000 N=33	2001 N=45	2002 N=47	2003 N=42
Districts/schools encourage the use of content standards	100	91	96	93
Textbooks align well with content standards	74	56	81	74
In process of aligning curriculum with standards	81	56	74	38
Adopted algebra as a graduation requirement	N/A	N/A	74	81
In process of aligning curriculum across grade levels	N/A	N/A	72	38
Assigning teachers only in their certified field	N/A	N/A	49	60
Cover all content standards with a mix of textbooks and supplemental materials	38	44	47	50
Have plans to ensure all high school students receive instruction in each of the content standards	52	40	45	57
Hiring only teachers certified in their field	N/A	N/A	43	60
Have plans to ensure that all pre-high school students are prepared to receive instruction in each of the content standards	N/A	N/A	30	36

TABLE 4.9 Percentage of Principals Reporting Similarity between District and State Standards

	2000	2001		2002		2003	
Similarity between standards	* N=42	ELA N=45	Math N=45	ELA N=46	Math N=46	ELA N=39	Math N=39
District adopted state standards	69	67	71	72	74	79	79
District standards include more than state standards	19	29	22	17	15	21	18
State standards include more than district standards	7	2	5	2	2	0	0
Two sets of standards are different	N/A	N/A	N/A	2	4	0	0
District has no official set of standards	0	2	2	2	2	0	0
I cannot judge	N/A	N/A	N/A	4	2	0	3

* Subjects were not separated for this year.

Along similar lines, teachers were asked at what level their schools' current curriculum covers the standards tested by the CAHSEE. Tables 4.10a and 4.10b provide further information on this item for ELA and mathematics, respectively. The majority of the teachers

indicated that almost all of the standards are covered by their school's curriculum. The responses indicated that ELA coverage was more complete than that of mathematics. None of the ELA teachers reported that their school's curriculum covered less than one quarter of the content standards whereas four percent of math teachers estimated that their school's curriculum covered less than a quarter of the content standards. Another four percent of math teachers indicated that they had no knowledge of the content standards.

TABLE 4.10a Percentage of Teachers Indicating Coverage of ELA Standards by Curriculum

Coverage of Standards	2001 N=35	2002 N=76	2003 N=54
Almost all	60	54	57
About ¾	20	28	28
About ¼–½	11	13	15
Less than ¼	6	4	0
No knowledge of standards	3	1	0

TABLE 4.10b Percentage of Teachers Indicating Coverage of Mathematics Standards by Curriculum

Coverage of Standards	2001 N=37	2002 N=78	2003 N=56
Almost all	57	72	64
About ¾	14	17	13
About ¼–½	16	9	16
Less than ¼	5	3	4
No knowledge of standards	8	0	4

In the open-ended remarks about specific changes made to instructional practices, the most common responses were "standards-based curriculum" and "test taking strategies" (ELA= 55%; math=48%). Twenty-eight percent of ELA teachers and 20 percent of math teachers indicated that increased writing and math practice across subjects and teacher collaboration improved instruction. Ten percent of ELA teachers and 24 percent of math teachers identified referral to remedial classes and interventions as having improved instruction.

Respondents were asked how much time they personally spent during the 2002–2003 school year in activities related to the CAHSEE (e.g., meetings, discussions, curriculum review, professional development). Just over one fifth of principals reported spending more than 35 hours (21%). Just over a quarter reported spending between 16 and 35 hours (26%) and just over another quarter reported spending between 6 and 15 hours (26%) Twenty-eight percent reported spending fewer than 6 hours. No principals reported spending none of their time in CAHSEE related activities. Table 4.11 indicates teachers' estimates of the number of hours spent on classroom instruction and the number of hours spent on other activities related to the CAHSEE.

TABLE 4.11 Percentage of Teachers Estimating Various Amounts of Time on CAHSEE Activities

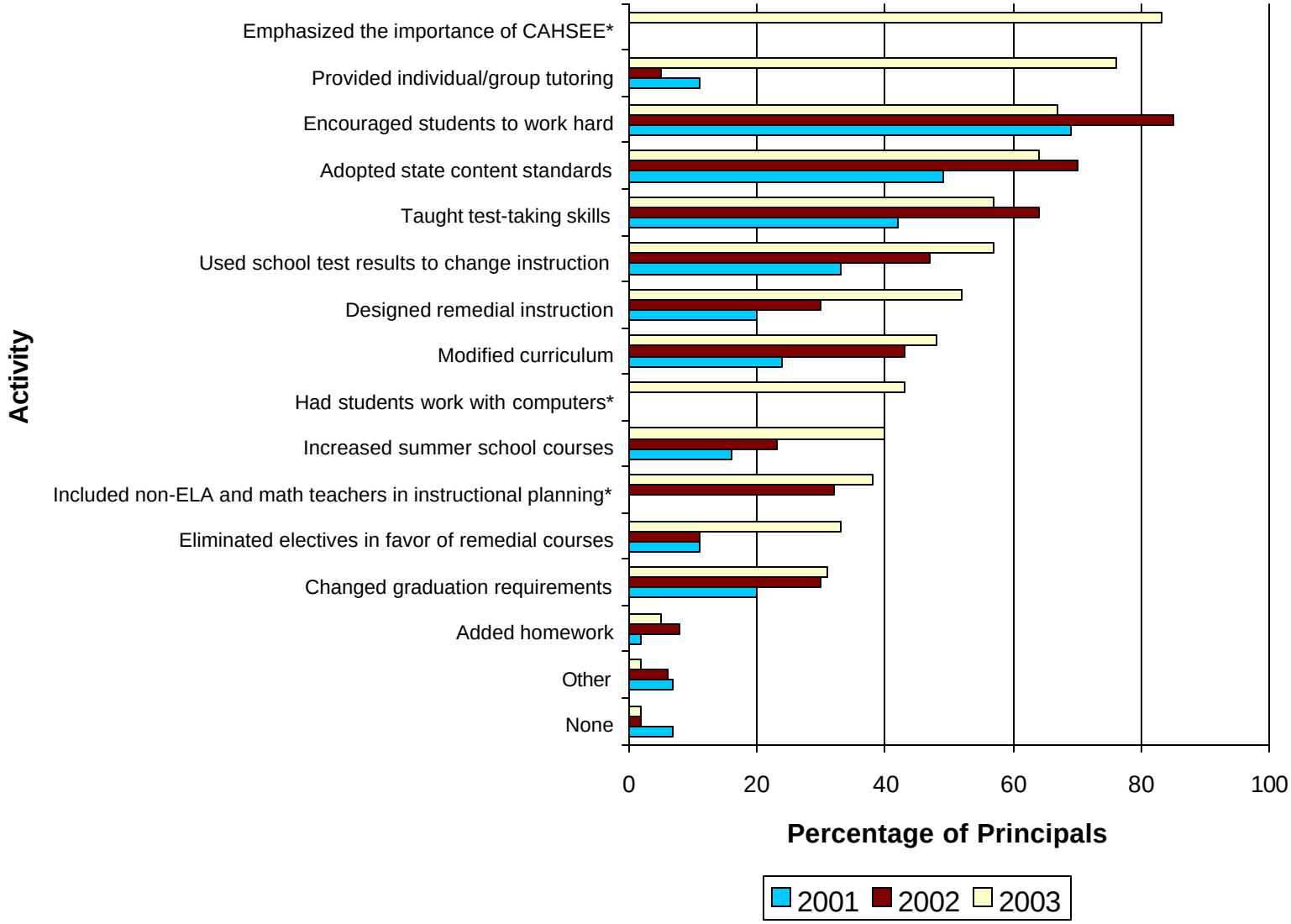
Activity	Academic Year	None	Fewer than 6 Hours	6–15 Hours	16–35 Hours	More than 35 Hours
Total classroom instruction time spent on activities you would not have engaged in if it weren't for the CAHSEE (e.g., unit or course review)	2001–2002 N=159	28	35	25	6	2
	2002–2003 N=105	24	41	14	14	7
Time spent on activities related to the CAHSEE (e.g., faculty and department meetings, discussions, staff development)	2001–2002 N=159	2	40	31	13	8
	2002–2003 N=108	3	34	30	19	14

Teachers were asked to rate the quality of CAHSEE-related professional development they have received this year from local and state sources. Table 4.12 indicates that local professional development activities were more highly rated than those provided by the state. The 2001-2002 survey did not have "None" as a response option. In 2003, over one quarter of teachers indicated that they did not receive professional development from local sources and over 40 percent indicated that they did not receive professional development from state sources.

TABLE 4.12 Percentage of Teachers Rating Quality of Professional Development Experiences

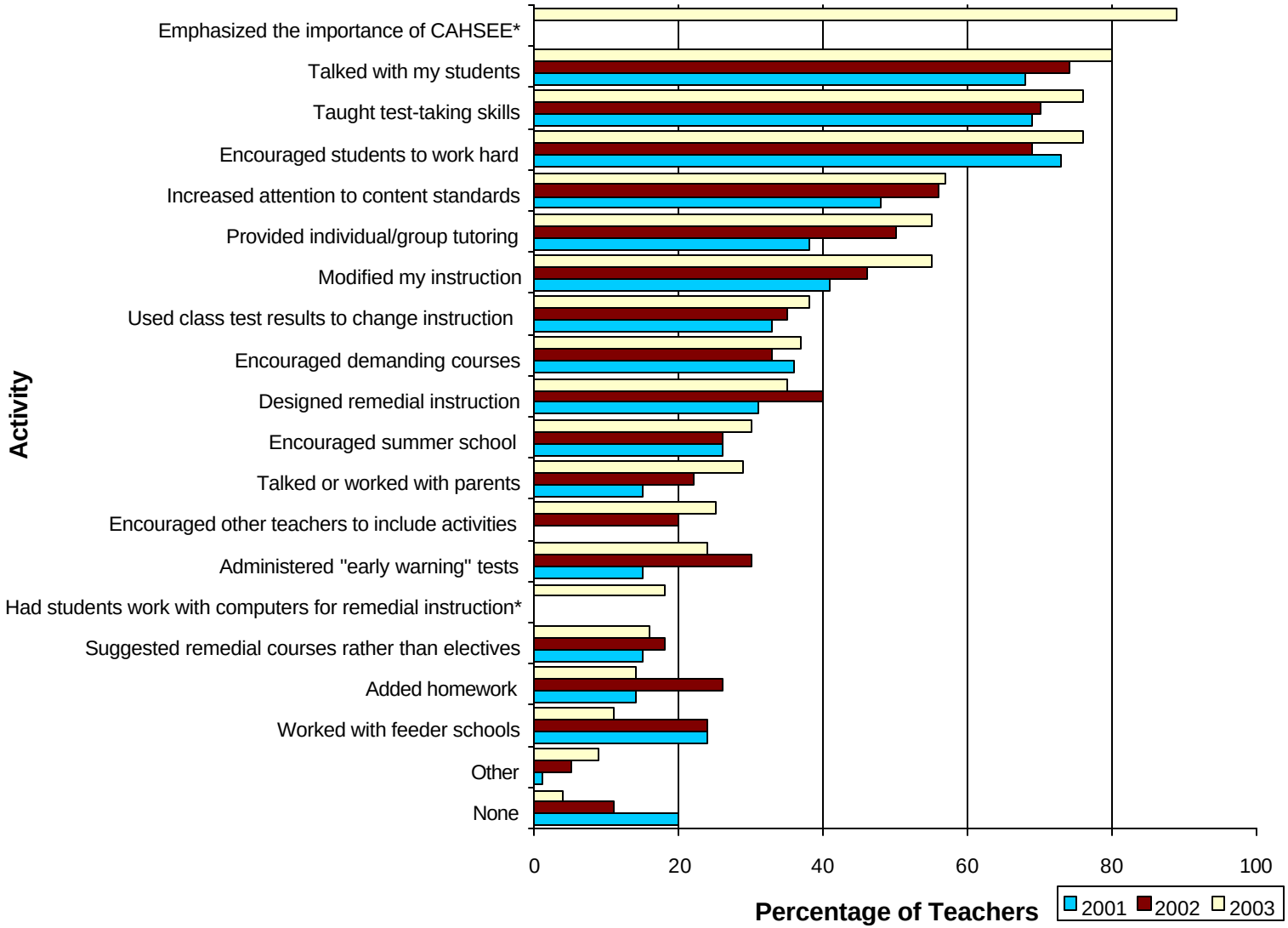
Quality of Professional Development You Have Received	From Local Sources		From State Sources	
	2001-2002 N=159	2002-2003 N=110	2001-2002 N=159	2002-2003 N=110
Excellent	6	14	2	2
Good	35	26	15	26
Fair	35	20	36	12
Poor	16	12	38	16
None	N/A	26	N/A	44
No response	9	2	9	4

Respondents were asked to identify the specific activities they had undertaken to prepare students for the Spring 2003 administration of the CAHSEE. Most principals reported initiating some activities; only 2 percent of principals indicated that they did not implement any activities to prepare students for the Spring 2003 CAHSEE. Figure 4.1a presents the percentage of principals who reported implementing each activity, in descending order of endorsement; Figure 4.1b presents teachers' responses.



*Note: Question not asked in all years.

Figure 4.1a Percentage of principals reporting activities undertaken in preparation for the Spring 2001, 2002, and 2003 administrations of the CAHSEE.



*Note: Question not asked in all years.

Figure 4.1b. Percentage of teachers reporting activities undertaken in preparation for the Spring 2001, 2002, and 2003 administrations of the CAHSEE.

Principals also identified the three activities they consider the most important in CAHSEE preparation. One hundred percent indicated that *added homework* was among the top three; 45 percent identified *individual/group tutoring*, and 41 percent selected *emphasizing the importance of CAHSEE*. Teachers also were asked to indicate the three most important activities. According to their ratings, these activities were *emphasizing the importance of CAHSEE* (43%), *teaching test-taking skills* (38%), and *increased classroom attention to content standards covered by the CAHSEE in the weeks preceding the CAHSEE* (28%).

Principals were also asked to indicate the types of activities their school undertook to prepare faculty/staff for the Spring 2003 administration of the CAHSEE. Table 4.13 indicates that 2003 responses were largely consistent with 2002 responses. However, more principals indicated that they were employing local workshops on CAHSEE content. More principals also indicated that some other special preparation was being implemented.

TABLE 4.13 Percentage of Principals Undertaking Activities to Prepare Faculty/Staff for CAHSEE Administration

Activities	Spring 2001 Administration N=45	Spring 2002 Administration N=46	Spring 2003 Administration N=42
Administrators participated in test administration workshops	71	70	67
Provided test taking strategies	42	61	67
Delivered local workshops on test administration	58	48	43
Delivered local workshops on CAHSEE content (e.g., used Teacher Guides as a focal point for discussion)	36	41	62
Other	7	8	12
No special preparation	9	4	5

Use of Results

In addition to any preparatory steps taken thus far, the surveys inquired about future plans to deal with this new requirement. In particular, the survey queried principals on efforts to prepare teachers and others for the exam and about remediation plans subsequent to the first exam administration.

The survey provided principals with a list of possible remedial practices for students who do not pass the CAHSEE and asked which they planned to use. Of the 42 principals who responded, 9 (21%) did not respond to this series of survey items. None of the principals indicated that they had no special plans to remediate students who do not pass the exam; in 2001 7 percent had no plans; in 2002, the number had dropped to1 percent. Table 4.14 lists the percentage of principals who indicated plans to implement each activity in 2001, 2002, and 2003. Figure 4.2 presents the same information for 2003 only, as a percentage of those responding. Activities are listed in descending order of endorsement; thus, those activities that all responding principals indicated plans to implement are listed first. (We use percentages to report results—with 100% referring to all of the 42 respondents.)

TABLE 4.14 Percentage of Principals Indicating Plans for Activities to Assist High School Students Who Do Not Pass the Exit Exam Or Who Do Not Seem Prepared to Take It

Activities	2001 N=45 Planned	2002 [1] (21) No Plan to Implement	2002 [1] (21) Plan to Implement	2002 [1] (21) Partially Implemented	2002 [1] (21) Fully Implemented	2003 [2] (31) No Plan to Implement	2003 [2] (31) Plan to Implement	2003 [2] (31) Partially Implemented	2003 [2] (31) Fully Implemented
Increased high school remedial courses	1	33	24	33	10	20	10	37	33
Reduced high school electives in favor of remedial classes	16	74	16	5	5	27	27	33	13
Increased high school summer offerings	40	30	10	15	45	25	32	0	43
Provided individual/group tutoring	47	10	24	38	29	6	32	16	45
Had students work with computers	N/A	N/A	N/A	N/A	N/A	10	17	50	23
Added homework	4	58	21	10	10	88	12	0	0
Adopted California academic content standards	42	0	0	55	45	0	0	18	82
Altered high school curriculum	31	5	29	62	5	14	14	38	34
Included teachers other than ELA and math in instructional planning for the CAHSEE	N/A	0	42	42	16	13	29	32	26
Worked with feeder middle schools	40	30	10	55	5	32	21	29	18

[1] Percentages of 2002 respondents are based on the 21/47 respondents who answered this series of questions.

[2] Percentages of 2003 respondents are based on the 33/42 respondents who answered this series of questions.

TABLE 4.14 (continued) Percentage of Principals Indicating Plans for Activities to Assist High School Students Who Do Not Pass the Exit Exam or Who Do Not Seem Prepared to Take It

Activities	2001 N=45 Planned	2002[1] (21) No Plan to Implement	2002[1] (21) Plan to Implement	2002[1] (21) Partially Implemented	2002[1] (21) Fully Implemented	2003[2] (32) No Plan to Implement	2003[2] (32) Plan to Implement	2003[2] (32) Partially Implemented	2003[2] (32) Fully Implemented
Developed parent support program	22	25	50	25	0	50	25	25	0
Used school test results to change high school instruction	51	0	30	65	5	6	19	50	25
Evaluated high school students' abilities and placed them in courses/programs accordingly	44	14	19	43	23	3	13	27	57
Ensured that students are taking demanding courses from the beginning	36	10	20	50	20	7	13	27	33
Ensured we are offering demanding courses from the beginning	33	0	20	55	25	7	10	40	43
Other (1 principal: After school classes and workshops)									100

[1] Percentages of 2002 respondents are based on the 21/47 respondents who answered this series of questions.

[2] Percentages of 2003 respondents are based on the 33/42 respondents who answered this series of questions.

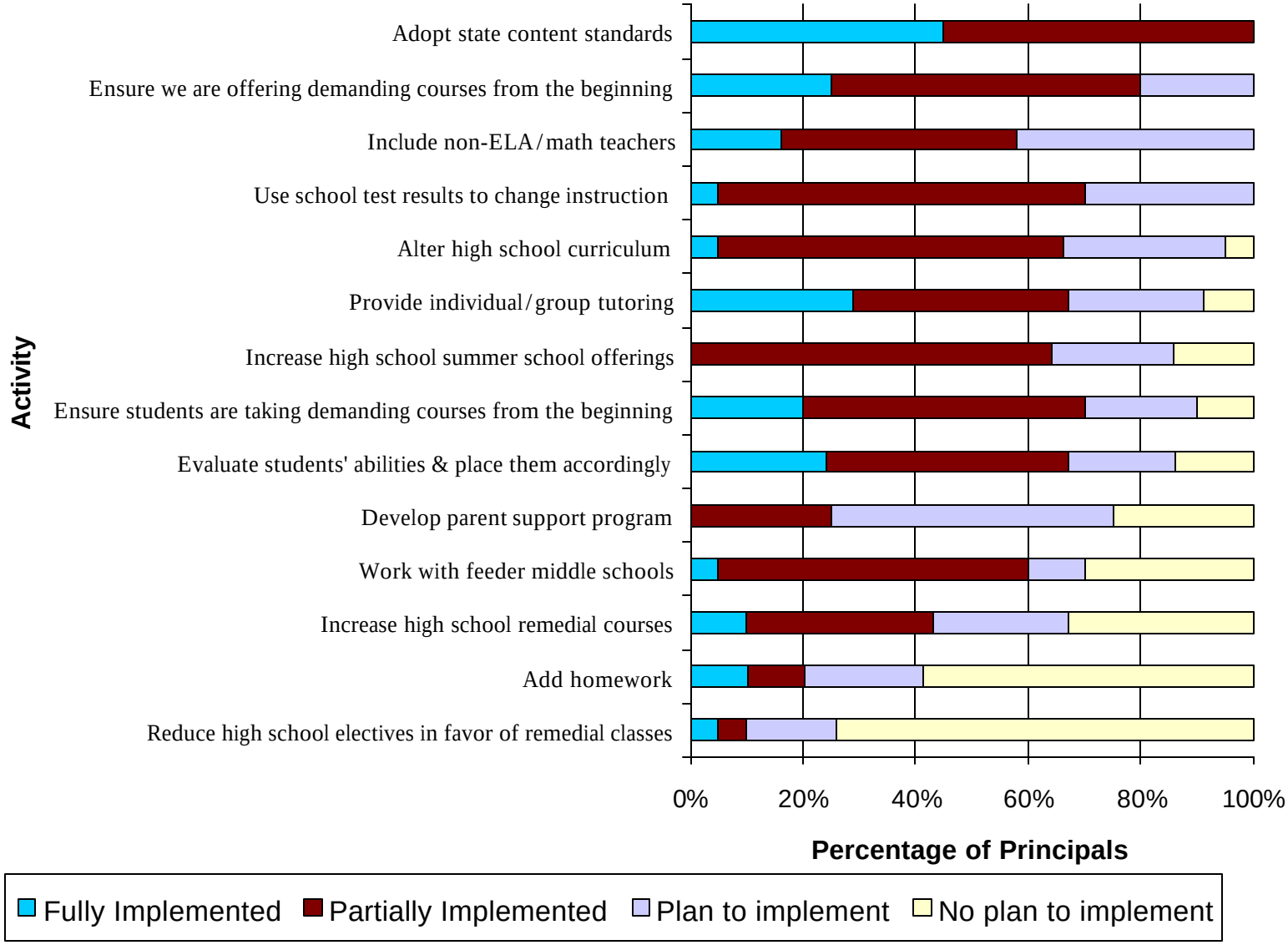


Figure 4.2 Percentage of principals in 2003 reporting plans for remediation of students who do not pass the CAHSEE.

Thirty-six principals (86%) responded to a question about plans or strategies for Individual Education Program (IEP) or 504 Plan changes that will address the CAHSEE participation of students with disabilities. Of these respondents, 25 percent stated that they had a strong process for building accommodations into the IEP/504 or that plans had been fully implemented. Another 25 percent stated that they are in the beginning stages or are following recommendations from special education staff. Nineteen percent stated there is no plan or that accommodations are not addressed. Seventeen percent of comments indicated that more students are being mainstreamed. Eight percent of comments indicated that schools are following state guidelines or district policies. Three percent of comments stated that math labs and summer classes were being offered and another three percent said that program development was ongoing.

A similar question asked principals about plans or strategies to help English learners overcome language barriers in order to succeed in meeting the requirements of the CAHSEE. Forty-two percent of principals' comments stated that there are special academic work programs (e.g., tutoring or summer school). Thirteen percent stated that they have a plan or are starting to implement a plan. Eleven percent indicated that they have teachers of English as a Second Language handle or work closely with faculty who are trained in Cross-Cultural Language in Academic Development (CLAD). Another 11 percent stated that there were few or no EL students; 8 percent said that they have staff development or are working with language specialists; 5 percent indicated that the school is following state guidelines or district policy. The remaining 10 percent is divided equally among principals who indicated that all EL students are fluent and those who indicated that they do not have a plan to address the barriers.

Many principals' comments regarding the CAHSEE individual and group score report were positive. Half of the comments indicated that the report was "clear/understandable/well done/useful." Another 22 percent described the report as "okay/fine/helpful." The remaining comments were that the report "turnaround time took too long" (13%), "needs to be clearer/more specific/Spanish version" (13%), and 3 percent indicated that they had not seen the report.

Expectations

Several survey questions queried the respondent's expectations for the exam: anticipated pass rates, impact of the exam on student motivation and parental involvement, and so on.

Principals were asked to estimate the percentage of students who would meet the ELA and mathematics standards assessed by the CAHSEE by the end of 10th grade. Table 4.15 presents these estimates from 2000 through 2003. Regarding the ELA portion of the 2003 exam, 33 percent of principals predicted that fewer than 50 percent of 10th grade students would pass; 36 percent predicted 50–74 percent of students would pass; 31 percent predicted 75–95 percent would pass; 0 percent predicted that more than 95 percent of 10th grade students would pass the 2003 exam. No principals indicated that they were unsure as to what percent of students would pass the ELA test. The mathematics test estimates were noticeably different from the English estimates and also from the 2002 math test estimates. Fifty-six percent, compared to 45 percent in 2002, of principals predicted that fewer than 50 percent of

10th grade students would pass the mathematics portion of the 2003 exam. Thirty-one percent, compared to 26 percent in 2002, predicted 50–74 percent of 10th grade students would pass. Only 10 percent, compared to 28 percent in 2002, predicted that 75–95 percent would pass. No principals believed that more than 95 percent of their 10th grade students would pass the math portion of the 2003 exam.

TABLE 4.15 Principals' Estimates of Percentages of 10th grade Students Meeting ELA and Mathematics CAHSEE Standards

Percent Expected to Meet Standard	2000	2001		2002		2003	
	ELA/Math N=41	ELA N=45	Math N=45	ELA N=47	Math N=47	ELA N=39	Math N=39
>95%	5	4	4	0	0	0	3
75-95%	14	18	11	30	28	31	10
50-74%	29	29	36	36	26	36	31
<50%	50	49	47	32	45	33	56
Unsure	—	0	2	2	2	0	0

In the principals' open-ended remarks about specific challenges their schools and students face in successfully meeting the requirement of the CAHSEE, the 34 comments grouped into three areas:

1. Academic Issues (44%)
   - inadequate preparation
   - working with students receiving special education services
   - increasing numbers of students who are below grade level proficiency
2. School/district/state-related Issues (32%)
   - articulation
   - small school constraints
   - teacher motivation
   - scheduling
   - raising expectations
   - identifying interventions to help failing students
   - too much testing
3. Behavior Issues (24%)
   - low student motivation
   - lack of parent support
   - high mobility
   - poor attendance

Regarding benefits to their schools and students associated with the requirement of the CAHSEE, just over a quarter (26%) of the 31 comments said it "helps focus instruction" and "provides for standards-based curriculum." Thirteen percent said it provides statewide,

common standards for all California students." Thirteen percent indicated that it "provides accountability" and increases students' seriousness." Another 13 percent indicated that it raises expectations and the academic achievement level for all students." Yet another 13 percent stated that it provides no benefit. Ten percent said that it results in "the ability to individually work with students."

Teachers rated 10th grade students' preparedness to pass the CAHSEE. Table 4.16 compares responses to this question over three years of teacher surveys. The 2000 survey was administered before the CAHSEE was ever administered to any students, so reflected the least-informed expectations. The comparison of teacher responses in 2001, 2002, and 2003 shows fluctuation in the preparedness ratings. The Spring 2002 rating was an estimate of how prepared that year's freshmen would be in the 10th grade. The 2003 rating indicates how prepared teachers' current 10th graders are. Ratings among the four years (2000–2004) are very consistent for the categories of Very Well Prepared and Not at all prepared. There seems to be a small increase in the percentage of Well Prepared ratings from 2000 to 2003. The changes in the Prepared and Not well-prepared categories are not as clear.

TABLE 4.16 Teachers' Ratings of Preparedness of Students in the 10th Grade (in percentages)

Preparedness	2000 N=141	2001 N=72	2002 N=151	2003 N=107
Very well prepared	1	3	5	5
Well prepared	9	17	15	21
Prepared	30	47	38	44
Not well prepared	47	28	39	26
Not at all prepared	5	5	3	4

Principals and teachers were also asked to predict the impact of the CAHSEE on student motivation and parental involvement, under various circumstances: prior to the first administration of the exam, for students who pass, and for students who do not pass. Table 4.17 lists the percentage of respondents selecting each possible impact, for each of the four survey years. Figures 4.3a and 4.3b reflect the percentage of respondents who predicted "increased" or "strongly increased" impact. Response patterns are included for all four years of survey administration. Principals' estimates of "motivation prior to first administration" were effectively the same for 2002 and 2003. Principals' estimates of motivation for "students who pass on the first attempt" decreased. Their estimate of the motivation of "students who fail on the first attempt" likewise declined from 2002 to 2003.

Teachers seemed to be less optimistic than principals regarding student exam motivation and parental involvement (see Table 4.18 and Figure 4.3b). Teachers' predictions of student motivation remained steady from 2002 to 2003. There was a steady increase in the number of teachers who felt that there would be no effect on the parental involvement of students who pass the exam on the first attempt.

TABLE 4.17 Principals' Predicted Impact of CAHSEE on Student Motivation and Parental Involvement (in percentages)

	Student Motivation				Parental Involvement			
Impact	2000	2001	2002	2003	2000	2001	2002	2003
Impact prior to first administration	N=42	N=45	N=45	N=38	N=41	N=40	N=44	N=38
Strongly positive/Strongly increased	2	4	11	24	0	5	7	3
Positive/Increased	45	42	69	55	31	23	39	29
No effect	19	29	20	13	55	68	52	63
Negative/Decreased	17	20	0	8	7	3	8	3
Strongly negative/Strongly decreased	17	4	0	0	5	3	0	3
Impact for students who pass on 1st attempt	N=42	N=44	N=44	N=38	N=42	N=43	N=42	N=37
Strongly positive/Strongly increased	12	7	7	13	12	5	2	3
Positive/Increased	50	50	54	42	33	37	24	19
No effect	33	32	36	42	50	56	74	68
Negative/Decreased	5	9	2	3	2	0	0	8
Strongly negative/Strongly decreased	0	2	0	0	2	2	0	3
Impact for students who do not pass on 1st attempt	N=42	N=44	N=44	N=37	N=42	N=43	N=43	N=39
Strongly positive/Strongly increased	2	2	11	11	2	2	12	5
Positive/Increased	33	34	59	54	41	42	56	56
No effect	17	18	16	14	14	16	26	33
Negative/Decreased	36	34	11	16	36	30	7	3
Strongly negative/Strongly decreased	10	11	2	5	7	9	0	3

Note: Wording of response options was changed from Positive/Negative to Increased/Decreased in 2002 survey administrations.

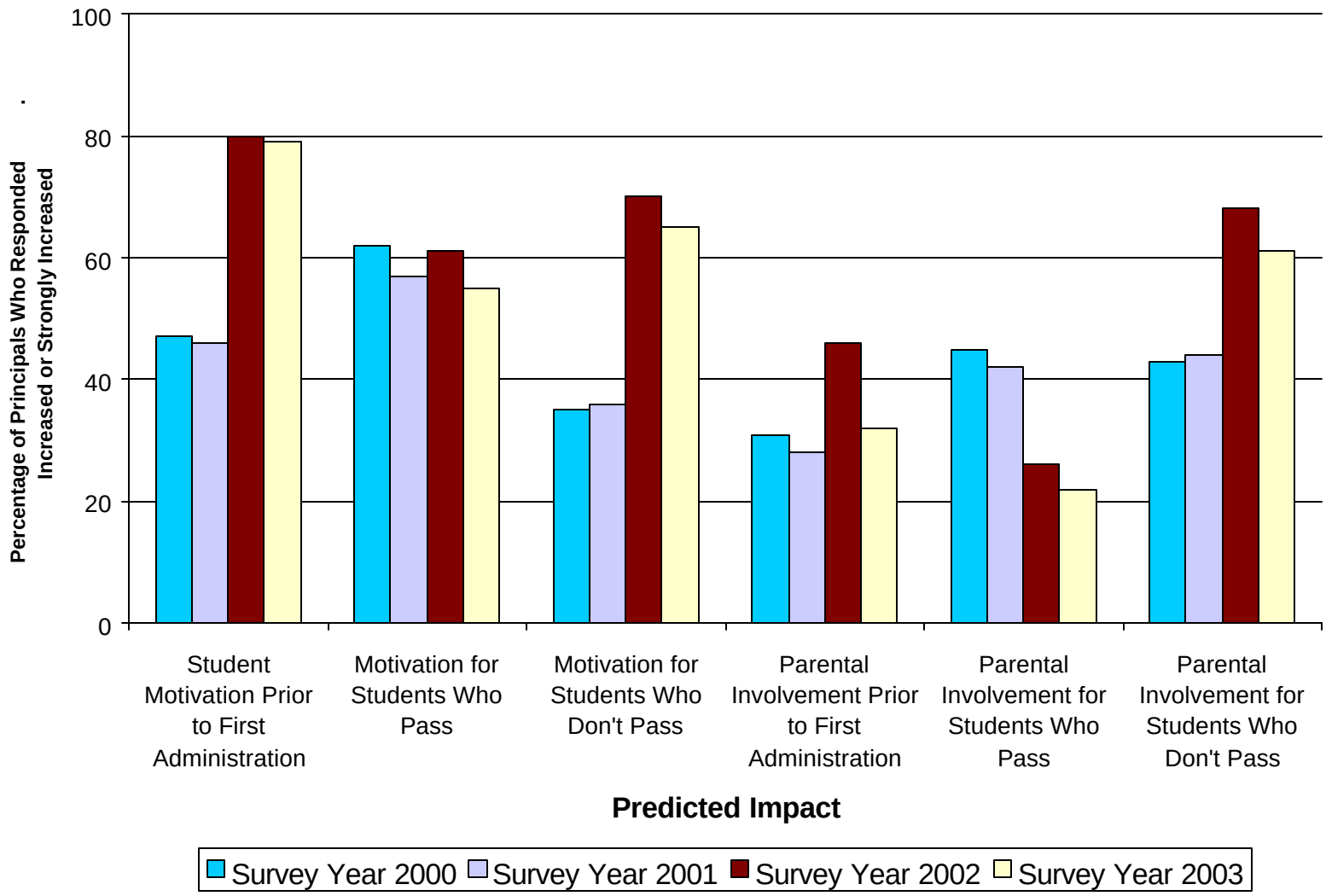


Figure 4.3a Percentage of principals predicting increased or strongly increased student motivation and parental involvement in 2000, 2001, 2002, and 2003.

TABLE 4.18 Teachers' Predicted Impact of CAHSEE on Student Motivation and Parental Involvement (in percentages)

	Student Motivation				Parental Involvement			
Impact	2000	2001	2002	2003	2000	2001	2002	2003
Impact prior to first administration	N=141	N=77	N=146	N=106	N=141	N=75	N/A	N/A
Strongly positive/Strongly increased	3	4	6	6	3	3	N/A	N/A
Positive/Increased	23	42	60	58	21	28	N/A	N/A
No effect	26	35	29	25	48	61	N/A	N/A
Negative/Decreased	32	16	3	9	13	7	N/A	N/A
Strongly negative/Strongly decreased	7	4	1	2	5	1	N/A	N/A
Impact for students who pass on 1st attempt	N=141	N=77	N=148	N=107	N=141	N=74	N=142	N=105
Strongly positive/Strongly increased	11	5	4	1	6	4	3	1
Positive/Increased	28	49	38	37	29	32	19	10
No effect	38	39	54	58	49	64	75	86
Negative/Decreased	11	5	3	3	4	0	4	3
Strongly negative/Strongly decreased	3	0	1	1	4	0	0	0
Impact for students who do not pass on 1st attempt	N=141	N=75	N=145	N=106	N=141	N=73	N=145	N=107
Strongly positive/Strongly increased	4	4	5	5	2	4	7	3
Positive/Increased	33	37	48	45	32	38	50	38
No effect	16	23	24	24	28	32	51	55
Negative/Decreased	30	28	21	21	21	19	1	4
Strongly negative/Strongly decreased	7	8	3	6	6	7	1	0

Note: Wording of response options was changed from Positive/Negative to Increased/Decreased in 2002 survey administration. Due to missing responses, some columns do not total to 100 percent.

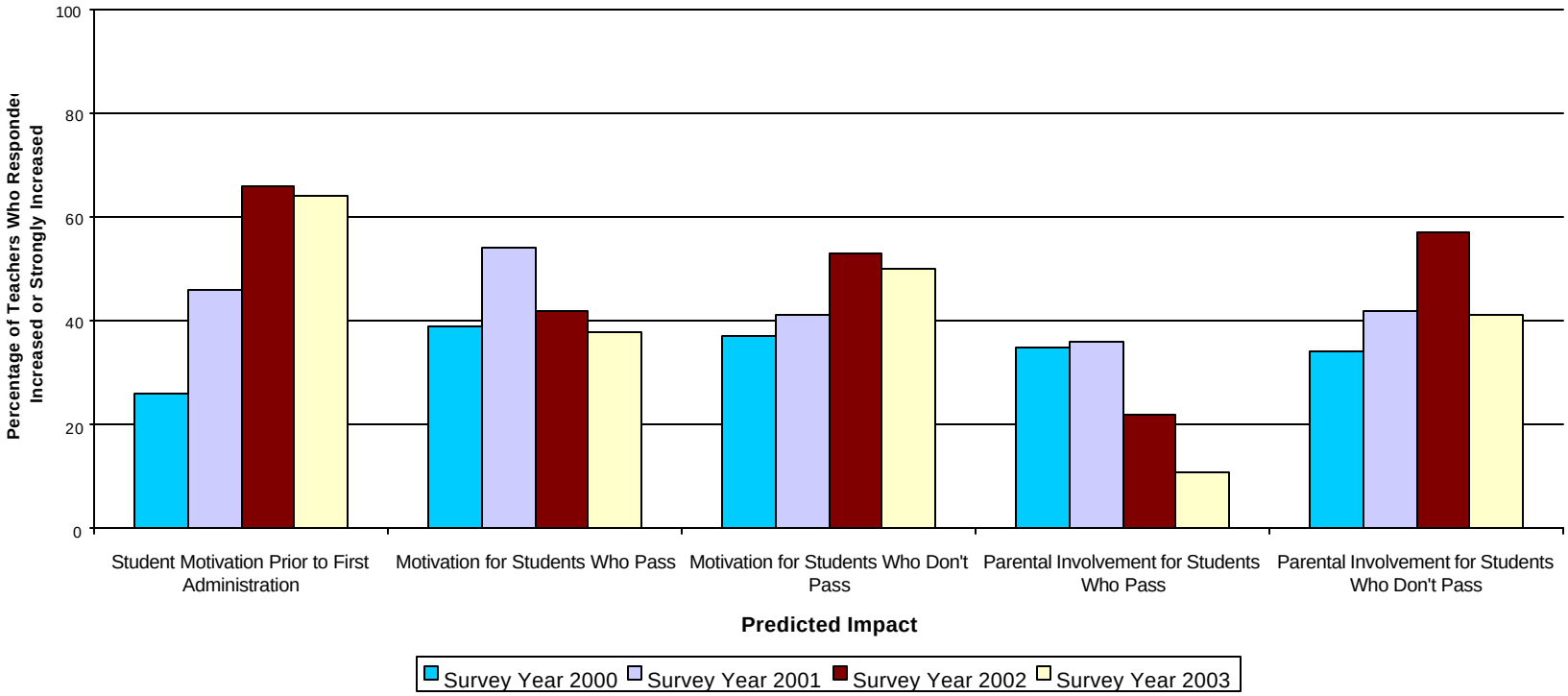


Figure 4.3b Percentage of teachers predicting increased or strongly increased student motivation and parental involvement in 2000, 2001, 2002, and 2003

Principals and teachers were also asked to predict the impact of the CAHSEE on student retention and dropout rates. Responses remained negative overall in 2003. Table 4.19 provides detailed response patterns over the four survey years. Principals' 2003 responses were more negative than those in 2002 (also see Figure 4.4a). They predicted slightly higher retention and dropout rates than they did in 2002. Across the four years of the survey, principals responded more negatively than did teachers regarding student dropout rates. Principals' 2003 retention rate responses were more negative than those in 2002. In 2003, 51 percent of principals predicted that the CAHSEE would have a negative impact on retention rates whereas 35 percent predicted a negative impact in 2002.

Teachers' 2003 predictions of the retention rate were slightly less negative than those in 2002. In 2003, 35 percent of teachers predicted that the exam would result in an increase in the retention rate. In 2002, 45 percent of teachers predicted that the exam would result in an increased retention rate. Between 2002 and 2003, there was no real change in teachers' predictions of the change in dropout rate as a result of the CAHSEE. In 2003, 60 percent of teachers predicted an increased dropout rate compared to 58 percent in 2002.

TABLE 4.19 Principals' and Teachers' Predicted Impact of CAHSEE on Student Retention and Dropout Rates (in percentages)

	Principals							
	Student Retention				Student Dropout			
	2000 N=42	2001 N=42	2002 N=43	2003 N=39	2000 N=42	2001 N=44	2002 N=44	2003 N=39
Strongly positive/Strongly decreased	2	2	0	0	2	5	0	0
Positive/Decreased	14	7	19	18	12	9	7	8
No effect	29	36	46	31	21	7	25	15
Negative/Increased	41	41	26	38	41	50	52	51
Strongly negative/Strongly increased	14	14	9	13	24	30	16	26
	Teachers							
	2000 N=141	2001 N=74	2002 N=143	2003 N=103	2000 N=141	2001 N=72	2002 N=145	2003 N=101
Strongly positive/Strongly decreased	0	1	1	0	1	1	1	0
Positive/Decreased	11	14	14	14	9	11	4	3
No effect	20	53	40	51	20	26	37	38
Negative/Increased	44	27	41	29	44	43	46	44
Strongly negative/Strongly increased	12	5	4	6	14	18	12	16

Note. Some columns total less than 100 percent due to missing responses.

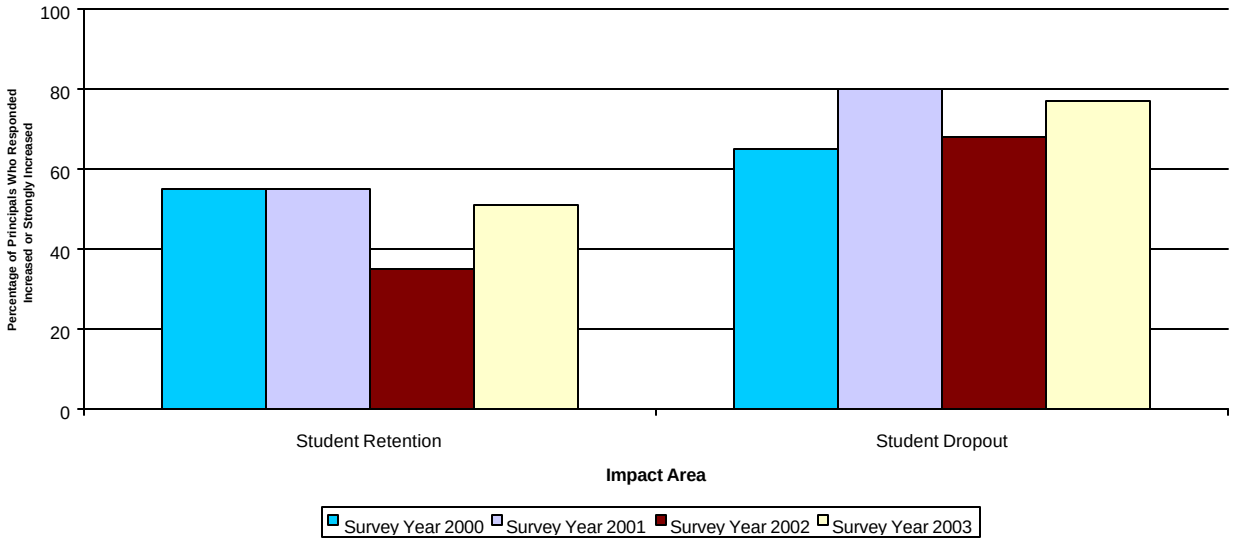


Figure 4.4a Percentage of principals predicting increased or strongly increased student retention and dropout rates in 2000, 2001, 2002, and 2003.

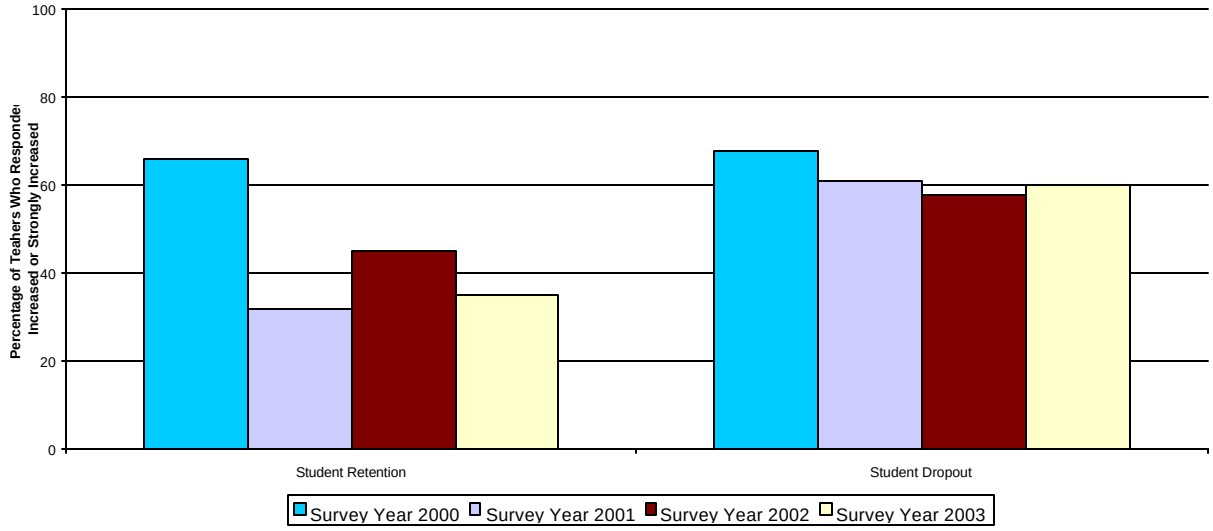
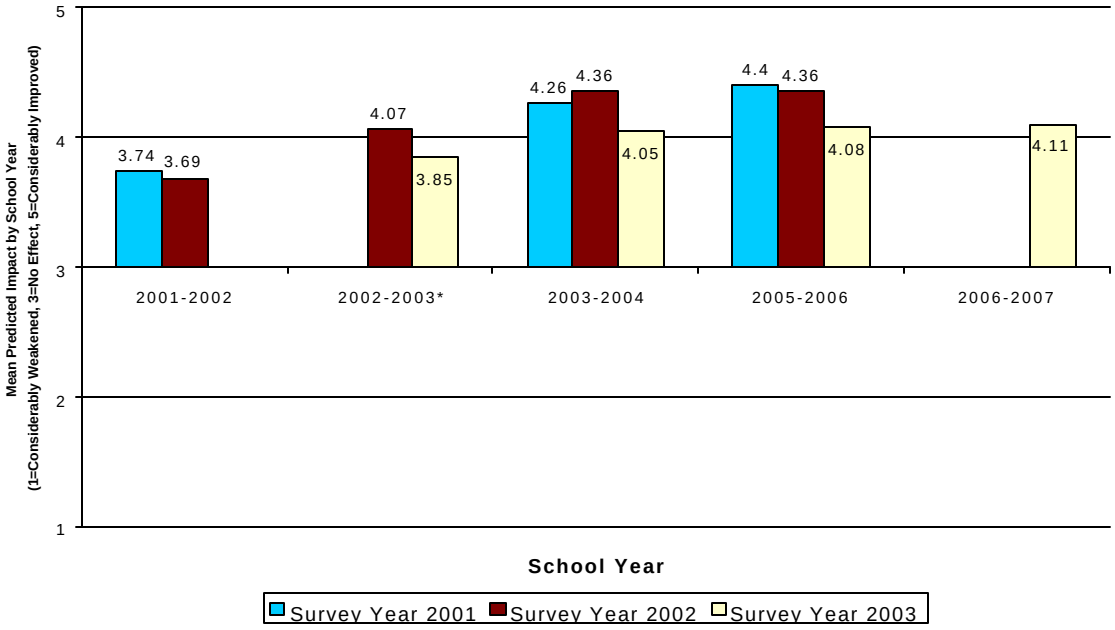


Figure 4.4b Percentage of teachers predicting increased or strongly increased student retention and dropout rates in 2000, 2001, 2002, and 2003.

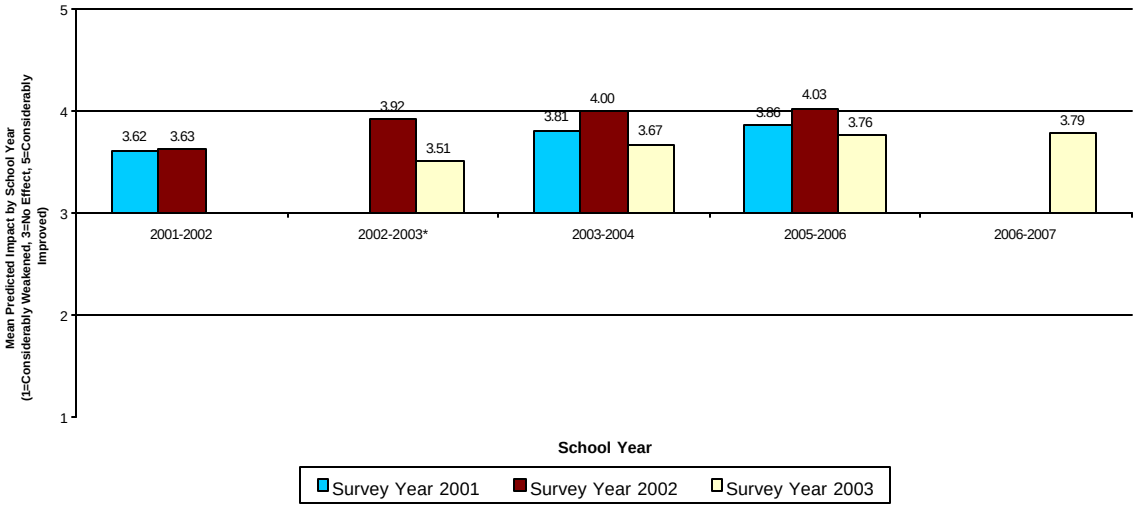
Principals were asked to predict, based on what they knew about their schools, the influence of the CAHSEE on classroom instructional practices over time. Only one of the principals who completed the 2003 survey indicated that practices would be weakened as a result of CAHSEE. Figure 4.5a presents a summary of the mean ratings made by principals for each school year for which they were surveyed: 2001, 2002, and 2003 (1=Considerably Weakened, 2=Weakened, 3=No Effect, 4=Improved, 5=Considerably Improved). Note that the survey did not inquire about the effect on every school year, but rather identified a few years to rate. In general, principals responding to the 2003 survey indicated that classroom instructional practices would be improved as a result of CAHSEE.

Teachers were asked the same question about the influence of the CAHSEE on instructional practices for the four school years. A comparison of teachers' responses to this question from 2001 through 2003 is presented in Table 4.20. Figure 4.5b presents a summary of the average ratings made by teachers for each school year they were surveyed: 2001, 2002, and 2003. Teachers also predicted that the overall effect of the CAHSEE would be an improvement, but a number of teachers indicated that they thought the result would be to weaken instructional practices.



*Note: Prediction for 2002-2003 not asked on 2001 survey; prediction for 2004-2005 not asked.

Figure 4.5a. Principals' predictions of influence of the CAHSEE on instructional practices over time.



*Note: Prediction for 2002-2003 not asked on 2001 survey; prediction for 2004-2005 not asked.

Figure 4.5b. Teachers' predictions of influence of the CAHSEE on instructional practices over time.

TABLE 4.20 Teachers' Predictions of Influence of CAHSEE on Instructional Practices Over Time (in percentages)

	2001				2002				2003			
Effect	2001-2002 N=80	2002-2003 N/A	2003-2004 N=80	2005-2006 N=80	2001-2002 N=159	2002-2003 N=159	2003-2004 N=159	2005-2006 N=159	2002-2003 N=110	2003-2004 N=110	2005-2006 N=110	2006-2007 N=110
Considerably Improved	4	N/A	10	21	6	16	23	26	3	6	16	21
Improved	58	N/A	58	45	46	52	47	43	46	56	45	36
No effect	24	N/A	13	14	38	20	18	16	44	29	30	34
Weakened	4	N/A	4	1	1	2	2	2	3	5	5	4
Considerably Weakened	3	N/A	3	5	0	0	0	1	0	0	0	0

Note: Some columns total less than 100 percent due to missing responses. The 2001 survey did not ask for predictions for the 2002–2003 school year and none of the surveys asked for predictions for the 2004-2005 school year.

One of the concerns when implementing a new exam is whether there is a differential impact on various subgroup populations. We asked principals to estimate the percentage of 10th grade students who have had instruction in the ELA and mathematics standards; the question was broken down to respond regarding the total student population, as well as for specific subgroups: students with disabilities (those in Special Day Classes—SDC and Resource Specialist Program—RSP), EL students, economically disadvantaged students, and minority students. Figures 4.6a and 4.6b present the results for ELA and mathematics, respectively. Each student subgroup is represented by a horizontal bar containing four segments. The leftmost segment indicates the percentage of principals who estimate that greater than 95 percent of their student population (within that demographic subgroup) have had instruction that covers the CAHSEE content standards; the next segment represents 75–95 percent; the next, 50–74 percent; and the rightmost segment indicates fewer than 50 percent. Principals estimate that fewer students with disabilities and EL students are prepared in ELA; and that fewer students with disabilities and economically disadvantaged students have had sufficient instruction in mathematics.

Comparisons among principals' 2001, 2002, and 2003 estimates of instruction received, by student groups, are presented in Table 4.21.

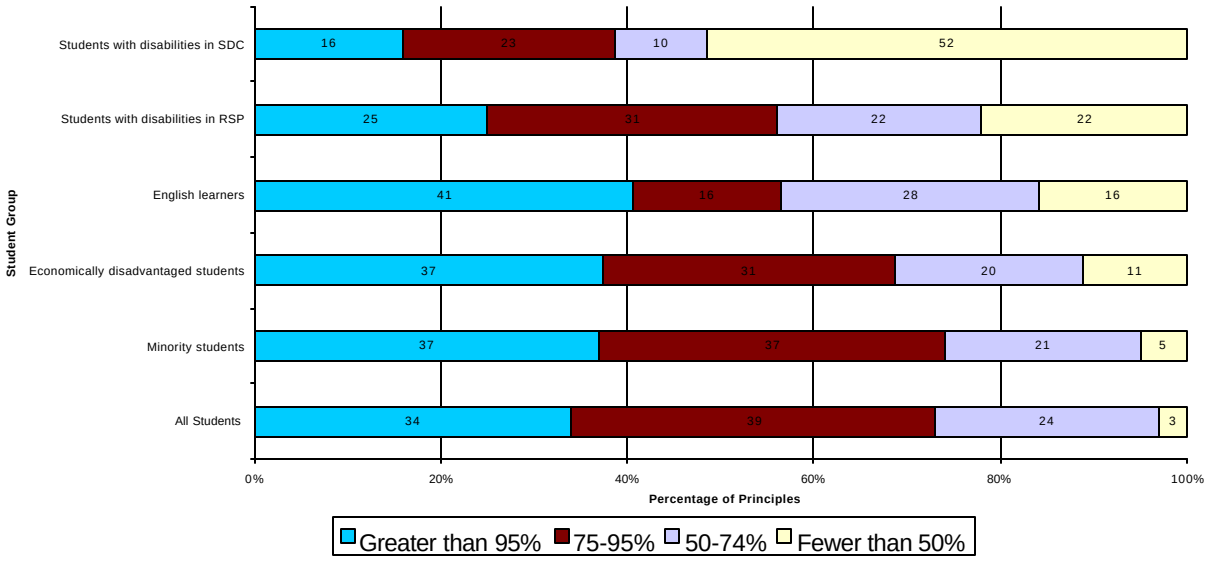


Figure 4.6a. Principals' estimates of the percentage of students who have had instruction in ELA content standards (ordered by least instruction).

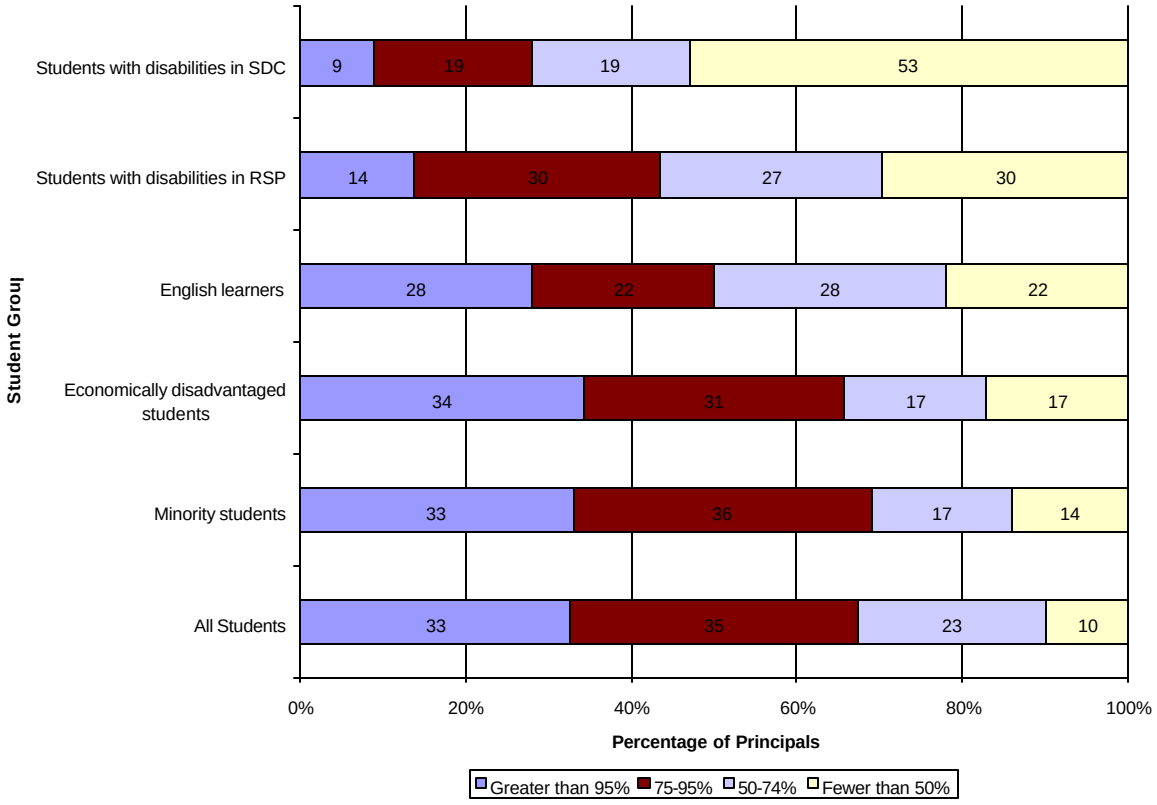


Figure 4.6b. Principals' estimates of the percentage of students who have had instruction in mathematics content standards (ordered by least instruction).

TABLE 4.21 Principals' 2001 and 2002 Estimates of the Percentage of Students with Instruction in Content Standards (in percentages)

	2001		2002		2003	
Student Group	ELA N=44	Math N=42	ELA N=44	Math N=46	ELA N=38	Math N=40
Economically disadvantaged students						
Greater than 95%	13	8	37	21	37	34
75–95 %	36	36	26	23	31	31
50–74 %	18	20	23	30	20	17
Fewer than 50%	33	36	14	26	11	17
English learners						
Greater than 95%	8	6	28	22	41	28
75–95%	18	29	15	22	16	22
50–74 %	18	15	30	32	28	28
Fewer than 50%	56	50	28	24	16	22
Minority students						
Greater than 95%	19	10	39	20	37	33
75–95%	36	41	26	29	37	36
50–74%	17	18	21	27	21	17
Fewer than 50%	28	31	14	24	5	14
Students with disabilities (in SDC for 2003 columns)*						
Greater than 95%	12	5	26	14	16	9
75–95%	22	23	14	19	23	19
50–74%	24	28	24	21	10	19
Fewer than 50%	42	44	36	45	52	53
Students with disabilities in RSP						
Greater than 95%	N/A	N/A	N/A	N/A	25	14
75–95%	N/A	N/A	N/A	N/A	31	30
50–74%	N/A	N/A	N/A	N/A	22	27
Fewer than 50%	N/A	N/A	N/A	N/A	22	30
All students						
Greater than 95%	16	9	43	22	34	33
75–95%	36	43	23	30	39	35
50–74%	27	17	25	26	24	23
Fewer than 50%	21	31	9	22	3	10

*Note: The 2003 survey separated students with disabilities into two sub-categories: Students with disabilities in Special Day Classes (SDC) and Students with disabilities in Resource Specialist Programs (RSP). The 2001 and 2002 surveys had only one overall category.

Other

Principals were asked to rate the likelihood that specific factors would affect their students' success in meeting the requirements of CAHSEE. The results are presented in Table 4.22. Factors for which the majority of principals indicated "definitely a factor" included poor attendance, language barriers, lack of motivation, and lack of preparation. Language barriers increased in salience for a second straight year since 2001. Almost half of the principals indicated "too many tests to prepare for" as definitely a factor.

TABLE 4.22 Percentage of Principals Indicating Factors Affecting Student Success on CAHSEE

Factor	Definitely a Factor		
	2001 N=45	2002 N=45	2003 N=38
Poor attendance	67	61	68
Language barriers	39	50	62
Too many tests to prepare for	53	48	47
Lack of motivation	47	43	57
Lack of preparation needed to pass	48	42	54
Lack of credentialed ELA teachers	N/A	N/A	0
Lack of credentialed math teachers	N/A	N/A	5
District's current level of standards in math or algebra	14	25	14
District's current level of standards in English or writing	14	20	11

Principals were asked to indicate what actions the school plans to take or has implemented to promote learning for all students. The results are presented in Table 4.23. Principals' responses indicate that while many actions have already been undertaken to promote student learning, in many cases these actions still have been only partially implemented.

TABLE 4.23 Percentage of Principals Indicating Actions to Promote Student Learning

Action	Fully Implemented		
	2001 N=44	2002 N=44	2003 N=40
Encouragement of all students to take Algebra I	56	65	72
Teacher access to in-service training on content standards	50	58	60
School, teacher, and student access to appropriate instructional materials	54	57	54
Teacher access to in-service training on instructional techniques	47	45	50
Individual student assistance	27	33	43
Teacher and school support services	24	29	41
Administrator and teacher access to in-service training for working with diverse student populations and different learning styles	33	23	49
Student and parent support services	17	5	10

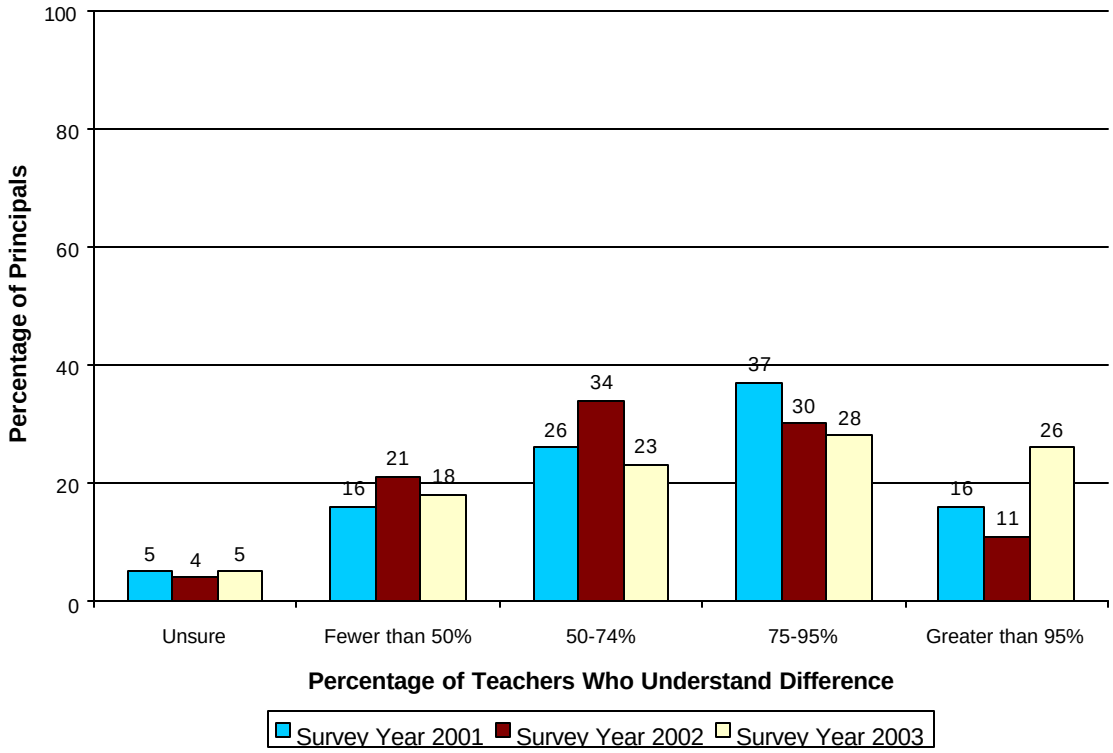


Figure 4.7. Percentage of principals indicating the percentage of teachers who understand the difference between "teaching to the test" and "aligning the curriculum and instruction to the standards" in 2001, 2002, and 2003.

Principals were asked what percentage of their teachers they thought understood the difference between "teaching to the test" and "aligning the curriculum and instruction to the standards." The results from the 2001, 2002, and 2003 surveys are displayed in Figure 4.7. In 2003, 26 percent (up from 16 % in 2001 and 11 % in 2002) indicated greater than 95 percent; 28 percent indicated 75–95 percent, 23 percent indicated 50–74 percent, 18 percent indicated fewer than 50 percent, and 5 percent were unsure of what percentage of their teachers understood the difference between the two concepts.

Principals and teachers were asked to what degree teachers other than those in ELA and math view themselves as sharing responsibility for student success on the CAHSEE. Table 4.24 indicates that principals perceive more shared responsibility by the teachers than the teachers of ELA and math perceive.

TABLE 4.24 Responsibility Felt by Teachers Other Than ELA and Mathematics (percentages as perceived by principals, ELA, and math teachers)

	2002		2003	
Level of Perceived Responsibility	Principals N=47	Teachers N=146	Principals N=37	Teachers N=107
Very responsible	11	10	22	16
Somewhat responsible	70	32	49	28
Slightly responsible	13	41	27	36
Not at all responsible	6	16	3	20

Surveyed teachers were asked to characterize their own opinion of the CAHSEE, and to compare those opinions to those of other teachers in their departments. Table 4.25 compares responses to these two questions. The rightmost column indicates the distribution of teachers' opinions. Overall, the opinions tend to be neutral-to-positive; 27 percent are (very) negative; 37 percent, neutral; and 36 percent, (very) positive. The bottom row summarizes the comparison of the respondents' opinions to their colleagues. Fifty-seven percent of teachers report that their own opinions are about the same as other teachers in their departments; 7 percent, somewhat/much more negative; and 27 percent, somewhat/much more positive.

TABLE 4.25 Surveyed Teachers' Own and Others' Opinions of the CAHSEE (in percentages)

	How You think Your Opinion Compares To Other Teachers In Your Department (N=101)						
Your Opinion of CAHSEE N=109	Do not know	Much more negative	Somewhat more negative	About the same	Somewhat more positive	Much more positive	Total
Very negative	2	1	1	6	0	0	10
Negative	1	0	4	11	1	0	17
Neutral	5	0	1	25	5	1	37
Positive	1	0	0	15	10	2	28
Very positive	0	0	0	1	3	5	9
Total	9	1	6	58	19	8	101*

* Due to rounding

Summary

Data from 2001 through 2003 suggest that both students and parents are more aware of the various aspects of the CAHSEE. According to principals' estimates, the percentage of students and parents who know which students have the opportunity to take the exam has increased each year. Principals also indicated that there has been an increase in the percentage of students who know what knowledge and skills are covered by the CAHSEE.

Preparation for the CAHSEE appears to be improving. Over 90 percent of the principals reported that districts and/or schools encourage the use of content standards. The number of schools that indicated that they are in the process of aligning curriculum with standards dropped from 74 percent in 2002 to just under 40 percent in 2003. Over half of principals surveyed indicated that they are assigning teachers only in their certified fields. Over half of principals have also indicated that they are hiring only teachers that are certified in their field.

More than 75 percent of both ELA and math teachers indicated that their curriculum covers about three fourths or more of the standards. There were no ELA teachers who reported that there was less than one-quarter coverage on the standards but four percent of math teachers did report that there was less than one quarter coverage of the standards.

It is notable that nearly 40 percent of teachers indicated that they had either no professional development or poor professional development from local sources in 2003. Half of teachers indicated that they received no professional development or poor professional development from state sources in 2003.

Some activities to prepare for administering the CAHSEE increased from 2002 to 2003 while others decreased. The 2003 survey included some activities that were not mentioned on prior year surveys (i.e., emphasizing the importance of CAHSEE and having students work with computers). Most principals still reported encouraging students to work hard and prepare, adopting California academic content standards, and teaching test-taking skills. Significantly more principals than in previous years reported providing individualized or group tutoring. Teacher-reported activities were also generally higher than prior year estimates; the most frequently-indicated activities were emphasizing the importance of CAHSEE, talking with students, teaching test-taking skills, encouraging students to work hard, and increasing classroom attention to content standards.

Principals indicated a greater degree of implementation of programs that are designed to assist students who do not pass the exit exam or who are not prepared to take it. Notably, more principals reported fully implemented high school remedial courses, individual and group tutoring, and evaluation of student abilities for appropriate course placement. More principals also reported full implementation of plans to reduce high school electives in favor of remedial classes.

Teacher and principal estimates of student preparedness were slightly more optimistic than last year's estimates. In 2003, more teachers indicated that 10th grade students were at least prepared for the test. Fewer teachers rated students as being "not well prepared."

Teachers' and principals' responses about the impact of the test on students and their parents were very similar to last year's predictions. Most principals and teachers predicted no effect on parental involvement for students who pass the exam on the first attempt. Principals seemed more optimistic than teachers about the impact for students who did not pass on the first attempt.

Site Testing Coordinator Findings

The survey of teachers and principals in the longitudinal sample of schools included the second administration of a survey of site coordinators. The site-coordinator survey asked for feedback on training and guidance, students tested, and the general approach to conducting the exam. Table 4.26 summarizes the responses received in each year of the survey.

TABLE 4.26 Site Coordinator Responses and Positions

	2002	2003
Districts	17	17
Schools	42	35
Most Common Position Held		
Test Coordinator	20	15
Assistant Principal	18	14

Note: Respondents could mark more than one position.

The point of reference for the survey was the March 2003 administration of the CAHSEE. All schools reported administering both the ELA and mathematics parts of the CAHSEE in 2003. In 2002, there was one missing response, but all other schools administered both parts of the exam.

Of the test coordinators who responded to an open-ended question asking about specific factors they felt influenced the school's planning or performance on the CAHSEE, 24 percent noted economic/community/parental factors; 17 percent mentioned (a) weak academic foundation, (b) motivation or attendance, and (c) testing facilities or environment; and 13 percent referred to loss of instructional days, budget cuts, and EL and special education challenges.

Preparation

Site coordinators received information on how to administer the CAHSEE mainly through the sources shown in Table 4.27.

TABLE 4.27 Site Coordinator Sources of Information on Administering CAHSEE (in percentages)

	2002	2003
ETS Test Administration Training workshop	13	5
ETS Video	2	10
CDE update meetings	1	2
School Coordinator's Manual	39	35
District workshop	26	23

Note: Respondents could mark more than one source of information.

District workshops were the most frequently cited sources of helpful information. In 2003, 46 percent (12) of coordinators who commented said they considered the workshop the most useful source of information, largely because of the chance to ask questions and request

follow-up guidance from the district. This compares to 54 percent of the coordinators who listed the workshops as most helpful in 2002.

Twelve site coordinators who commented cited the *Directions for Administration and School Coordinator's Manual* as the most helpful source of information. This was similar to the number (12) citing this source in 2002.

Logistics

The observations and surveys provided information on seven aspects of logistics:

1. type of test facility
2. security
3. preparation of proctors/monitors
4. use of precoded answer sheets
5. handling different finishing times
6. impact of the revised schedule
7. problems encountered

The question about *test facility* asked where schools administered the CAHSEE—on- or off-site classrooms or large rooms such as a library, cafeteria, or gymnasium. All of the site coordinators who responded (34) tested in on-site classrooms or large rooms. Thirty-seven percent used only classrooms; 35 percent used only large rooms; and 34 percent used both. This result was similar to last year's results where all site coordinators who responded (35 of 42) said they tested in on-site classrooms or on- and off-site large rooms.

None of the site coordinators in either year of the site testing coordinator survey thought that they had real *security* issues. One comment this year suggested that it would be better to have a separate answer book for math or at least a two-day gap between the ELA and math tests, noting that it takes several hours to reorganize math booklets and answer documents, which is difficult to accomplish during the school day because most students need several hours to complete the ELA test.

This year we added an item on preparing proctors and monitors for the administration of the CAHSEE. The response choices were (a) no preparation, (b) conducted workshop, (c) distributed excerpts of directions for test administrators, (d) developed step-by-step procedures, (e) described general requirements, and (f) other. Respondents could mark more than one approach. All site coordinators (35) indicated that their schools did something to prepare the proctors and monitors. Seventeen percent used a single approach; 83 percent used multiple approaches distributed fairly evenly across the workshop (51%), excerpts (57%), step-by-step procedures (66%), and general requirements (60%).

When asked about taking advantage of the precoding option for answer sheets, 65 percent of the test coordinators reported that they used the precode option for this year's CAHSEE administration. This is considerably lower than the report for last year's administration, in which 86 percent of the test coordinators indicated using the option. However, 83 percent of this year's test coordinators said they plan to take advantage of the precode option for next year. This is the same percentage as reported by last year's test coordinators.

In both years, site testing coordinators were asked three questions about how their schools dealt with variations in students' finishing times on the CAHSEE. Tables 4.28 through 4.30 present their responses.

TABLE 4.28 How Schools Handled Students Who Finished First Section Early (in percentages)

	2002	2003
	N=42	N=35
Go directly to second section	7	17
Stay in room until scheduled break	76	77
Wait outside room until scheduled break	12	5
Other	5	0

TABLE 4.29 How Schools Handled Students Who Had Not Finished by Time of Break Between Sessions (in percentages)

	2002	2003
	N=42	N=35
All finished by break	47	23
Delayed break until all finished	5	14
All took break and finished after, if needed	5	14
Students not finished worked through break	13	17
Moved students not finished to another room	18	31
Other	11	0

TABLE 4.30 How Schools Handled Students Who Had Not Finished by Lunchtime (in percentages)

	2002	2003
	N=42	N=35
All finished by lunch	60	40
Went to lunch and finished after	31	29
Worked through lunch	10	17
Other	0	11

The surveys for both years asked test coordinators how their schools handled the schedules of other grades during the period when the CAHSEE was being administered and what impact the CAHSEE schedule had on attendance of students in other grades. Table 4.31 shows how the schools handled scheduling, and Table 4.32 presents the reported impact on attendance.

TABLE 4.31 How Schools Scheduled Students in Other Grades During CAHSEE Administration (in percentages)

	2002	2003
	N=42	N=35
Special schoolwide activity	0	3
Regular classes but revised schedule	15	40
Regular classes and regular schedule	76	57
Other	10	0

TABLE 4.32 Impact of CAHSEE Administration on Attendance in Other Grades (in percentages)

	2002	2003
	N=42	N=35
Higher attendance than normal	5	0
No impact	77	82
Lower attendance than normal	18	18

The survey included a question about problems that were not covered by guidance documents for the CAHSEE administration. The only comment mentioned that if there were any questions, they were handled by the district coordinator and staff, who were always available by phone or e-mail.

Accommodations and Modifications

Accommodations include changes to test presentation, response, or scheduling to provide a more appropriate assessment of students with disabilities. Modifications are changes that also change what is being measured and so invalidate the resulting test scores. According to CDE regulations, the decision to grant accommodations or allow modifications must be based on the student's Individual Education Program (IEP) or Section 504 Plan. Students whose plans require test modifications cannot pass the exam directly, but may apply for a waiver if their test scores and other evidence suggest that they have mastered the required skills.

This year’s test coordinators estimated their schools tested most of the eligible EL students and students receiving special education services. Table 4.33 shows the results and compares the responses to last year’s. The results indicate that more EL and students receiving special education services were included in the CAHSEE program this year.

TABLE 4.33 Proportion of Eligible EL and SD Students Tested (in percentages)

	2002	2003
	N=42	N=35
None	10	3
Fewer than half	15	6
About half	0	15
Most	61	55
All	15	21

The accommodations and modifications used in the surveyed schools are reported in Tables 4.34 and 4.35. Setting and timing/scheduling continued to be the most frequent accommodations. In the modification category, some schools allowed some students to use calculators for math and audio or oral presentation for ELA, but the number decreased greatly.

TABLE 4.34 Accommodations Provided (in percentages)

	2002	2003
	N=42	N=35
Large print	9	24
Test item enlargement	0	0
Braille	3	8
Markers, mask or other visual attention	24	8
Reduced numbers of items per page	24	0
Audio or oral presentation (math only)	19	36
Verbal, written, or signed responses	6	12
Assistive devices and technologies regularly used during testing	3	12
Setting	75	60
Timing/scheduling	72	80
None	0	0

Note: Respondents could mark more than one accommodation.

TABLE 4.35 Modifications Provided (in percentages)

	2002	2003
	N=42	N=35
Calculators for math	83	36
Audio or oral presentation for ELA	42	24
None	[not an option]	49
Other	8	9

Note: Respondents could mark more than one accommodation.

This year' survey asked site testing coordinators if there were any special education students who were unable to take the test even with accommodation or modification. Fifty-nine percent responded "no," and 41 percent noted students categorized as severely handicapped were unable to test. In addition, some parents opted out of having their children take the CAHSEE.

Summary

In preparation for the CAHSEE administration, both years' responses cited the coordinator's manual as providing helpful information. However, this year more site testing coordinators used the ETS training video and fewer attended the training workshop. Responses from both years for the site testing coordinator were very similar for logistics regarding their testing facilities and test security. There was a dramatic decrease in the

number of schools that used the precode option for the answer sheets, even though a large proportion of the coordinators indicated last year that they would take advantage of this option. There were slight changes this year in the way site coordinators handled students who had not finished a test session by the break or lunchtime. More schools this year used a revised schedule on CAHSEE testing days for students in other grades. Setting and timing/scheduling were the most frequent accommodations used in both years. This year there were large increases in the use of the large print version and in audio or oral presentation for math. There were large decreases in the use of markers or other visual attention and reduced number of items per page. Test coordinators provided far fewer modifications this year. More than half of the site testing coordinators indicated that they did not have a situation of a special education student being unable to take the CAHSEE even with an accommodation or modification.

CHAPTER 5: FINDINGS AND RECOMMENDATIONS

General Findings

The following general findings are based on results from the analyses and activities described in the previous chapters.

General Finding 1. While precise comparisons are not possible, by the end of 10th grade, passing rates for students in the Class of 2005 were slightly lower than passing rates for students in the Class of 2004.

Overall, 67 percent of the students in the Class of 2005 passed the ELA test and 52 percent passed the mathematics test. Corresponding figures for the Class of 2004 at the end of 10th grade were 73 percent and 53 percent respectively. A key caveat is that more than a quarter of the students in the Class of 2004 had taken the CAHSEE at least twice by the end of 10th grade. This was not true for the Class of 2005, where very few students had taken the CAHSEE more than once. This finding was also consistent with results from the STAR assessment, which showed that the Class of 2005 performed at about the same level as the Class of 2004 on the 10th grade ELA assessment. Tenth graders in the Class of 2005 had slightly lower scores on the Algebra I assessment compared to the Class of 2004, although a higher proportion of students in the Class of 2005 took Algebra I in the 10th grade.

Prospects continue to look better for the Class of 2006. Performance of students in this class on the 2003 9th grade STAR assessment in ELA was significantly improved from performance levels attained by the classes of 2004 and 2005. Performance of the Class of 2006 as 9th graders was not significantly better then prior classes. However, more students in the Class of 2006 completed Algebra I in the 8th or 9th grade in comparison to earlier classes, and having completed algebra is a very strong predictor of positive performance on the mathematics portion of the CAHSEE.

General Finding 2: Available evidence indicates that the CAHSEE has not led to any increase in dropout rates. In fact enrollment declines from 10th to 11th grade for the Class of 2004 were significantly lower than declines for prior high school classes.

One possible negative consequence of the CAHSEE requirement that the Legislature asked the evaluation to address is that students who have difficulty passing the CAHSEE might be more likely to drop out of school early and end up with lower levels of achievement than if they had stayed in school longer. Comparison of enrollment rate trends indicates that this is not happening. In fact, the decline in enrollment from the 10th to the 11th grade was significantly less for the Class of 2004 than for prior classes. Thus, it is safe to conclude that the CAHSEE requirement has not yet led to any increase in early dropouts.

General Finding 3: More students in the Class of 2005 believed that the CAHSEE was important to them compared to Class of 2004 students when they were in the 10th grade. Slightly more said they did as well as they could on the exam. Expectations for graduation and post-high school plans were largely unchanged for the Class of 2005 in comparison to the Class of 2004.

Responses to survey questions at the end of the CAHSEE indicated that students in the Class of 2004 who had not yet passed believed that passing the CAHSEE was important and slightly more of them tried their best in comparison to responses from students taking the CAHSEE for the second time in 2002. Students in the Class of 2005 taking the CAHSEE for the first time were also more likely to believe passing the CAHSEE was important and to have done their best in comparison to students in the Class of 2004 taking the CAHSEE for the first time in 2002 as 10th graders.

General Finding 4: Schools are continuing efforts to cover the California academic content standards in instruction and provide support for students who need additional help in mastering these standards. Many programs that were planned or only partially implemented a year ago have now been fully implemented.

The percentage of principals reporting that their school had conducted local workshops on CAHSEE content rose from 41 percent in 2002 to 62 percent in 2003. Principals reported that the Teacher Guides distributed by CDE were useful in these workshops. New CAHSEE study guides available for the Class of 2006 will provide additional support for workshop activities.

The percentage of principals reporting that more than 95 percent of their students received instruction in the math content standards rose from 22 percent to 33 percent while the percentage estimating that fewer than 75 percent received instruction in the content standards declined from 48 percent to 33 percent for mathematics and from 34 percent to 27 percent in ELA. Similar results were noted in estimates for English learners, minority, and economically disadvantaged students. Results for special education students were not directly comparable as the 2003 survey asked for separate estimates for students with more or less severe disabilities. Estimates of content coverage for students with less severe disabilities were higher, but more than half of the principals estimated that more than half of these students did not receive instruction that covered the California academic content standards included on the CAHSEE.

Efforts to help high school students who had not passed the CAHSEE continued to increase. In 2002, 24 percent of the schools planned to implement remedial courses, 33 percent had partially implemented such courses, and only 10 percent had fully implemented the courses. One-third had no plan to increase remedial courses. In 2003, the corresponding results were only 20 percent with no plans to implement, 10 percent planning to implement, 37 with partial implementation, and 33 percent with full implementation of increased remediation (Table 4.8). Increases were also reported for individual or group tutoring (up from 29% to 45% fully implemented), adopting the California academic content standards (from 45% to 82%), altering the high school curriculum (16% to 26%) and working with feeder middle schools (from 5% to 18%). Perhaps as a result of these efforts, more teachers

believed that students were prepared to pass the CAHSEE in the 10th grade (70% in 2003 versus 58% in 2002).

General Finding 5: Teacher and principal expectations for the impact of CAHSEE on students were largely unchanged from prior years.

Estimates of the impact on student motivation and parent involvement on retention and dropout rates and on instructional practices did not show any significant trends in comparison to similar estimates from prior years.

General Finding 6: Professional development in the teaching of the state's academic content standards has not yet been extensive.

Teachers were asked to rate the quality of professional development that they received from local and from state sources. Twenty-six percent said they received no professional development from local sources and 44 percent said they received no professional development from state sources. Ratings of the quality of professional development received by the teachers were generally the same or lower in comparison to similar ratings in the 2002 survey. Fewer than half of the teachers rated the quality as good or excellent.

General Finding 7: There were no significant problems with local understanding of test administration procedures, but some issues remain with the provision of student data and the assignment of testing accommodations.

More test coordinators reported using the CAHSEE administration video provided by ETS to learn more about test administration procedures than in prior years, although nearly half still preferred the test-administration training workshop because it provided them with the occasion to ask questions. No significant test administration problems were observed.

Some issues with regard to scheduling students to take the test remained, including testing 10th grade students early and signing up other students for consecutive administrations. There appear to have been some errors in entering student information and the lack of common student identifiers continues to make it difficult, if not impossible, to track results for a given student across administrations. Some students who were not coded as special education students or English learners were provided testing accommodations or even, in a few cases, modifications. Currently, there is no available documentation of the basis for school decisions about testing accommodations.

Recommendations

A number of recommendations for steps that the Board might take in deferring the CAHSEE requirement were included in the AB 1609 report (Wise et al., May 2003). The Board is considering other changes as well. Findings from the evaluation activities reported above did not indicate new problems that need to be addressed. Nonetheless, we do offer four new recommendations for consideration as the CAHSEE moves forward.

Recommendation 1: Restarting the exam with the Class of 2006 provides some opportunities for improvement; however, careful consideration should be given to any changes that are implemented.

The AB 1609 study report (Wise et al., May 2003) included several recommendations for changes that could ensure better alignment of what is tested with what is taught, making it easier for all students to demonstrate adequate mastery of the intended content. At their July 2003 meeting, the Board approved plans to shorten the ELA testing to a single day and reducing cognitive demands for mathematics questions while still assessing the same standards. Changes to the score scale and possibly even the reexamination of test content specifications are also being considered.

Given the opportunity to restart the CAHSEE for the Class of 2006 next year, consideration of such changes is entirely appropriate. An exact equating of scores from new administrations to scores from prior administrations is not necessary, since the prior administrations no longer "count." (All students tested to date are no longer required to pass the CAHSEE.) Nonetheless, the time to implement changes is very short. Forms for the 2004 administrations must be printed by about December of this year, so there is no time to develop and field test new questions. In addition, current procedures have worked very well. A careful review will be needed to ensure that proposed alternatives will work equally well.

We are particularly concerned that there be adequate technical review of plans to reduce the testing time for ELA to a single day. Members of the original HSEE Standards Panel that recommended the content to be covered by the test felt strongly about the need for students to demonstrate their ability to write coherently. To what extent will eliminating one of the two essay questions increase errors in classifying students as passing or not passing? Will the relative weight assigned to writing versus reading and to the writing standards covered by the essays in particular be changed? There is, unfortunately, not time for the Board to seek the advice of another panel of content experts on these matters, but a careful technical review is both feasible and important.

Recommendation 2: The California Department of Education and the State Board of Education should continue to monitor and encourage efforts by districts and schools to implement effective standards-based instruction.

Results from the AB 1609 study (Wise et al., May 2003) indicated that standards-based instruction was widely available in both middle and high schools. High school instruction includes significant new efforts to provide second-chance opportunities for students who did not fully master required skills during initial instruction. The study also found, however, that current instruction was not effective in that many students taking the standards-based courses offered still could not pass the CAHSEE. There were indications that instruction was likely to improve for students in high school classes beyond 2004 and 2005. Ensuring that effective instruction is available to all students remains critical to the successful implementation of the CAHSEE requirements. CDE must monitor further improvements to standards-based instruction and both CDE and the Board should encourage further efforts in this regard. Providing information on exemplary programs to other districts is one example of how such efforts might be encouraged.

Recommendation 3: Professional development for teachers is a significant opportunity for improvement.

Results from the AB 1609 study indicated that many students were taking initial and remedial courses covering the California academic content standards included on the CAHSEE, but were not benefiting fully from these courses. One reason was that the students did not have important prerequisite knowledge or skills. Additional professional development for teachers could help them be more effective in the courses they are already teaching and also could help them identify students needing additional help with prerequisite skills. One particular target of opportunity identified in the AB 1609 study was that a significant number of teachers involved in remedial mathematics had considerable experience with special education students, but less training in mathematics itself.

Recommendation 4: Further consideration of the CAHSEE requirements for special education students is needed, in light of the low passing rates for this group. Apparent disparities between racial and ethnic groups within the special education population require further investigation.

In our evaluation activities, we have introduced separate consideration of special education students who are able to participate in regular classes and those who cannot. Treating all special education students as a single group may mask solutions that could help those who can to master critical content standards while setting more realistic expectations for students who cannot reasonably be expected to master these standards.

The very low passing rate, particularly in mathematics, for special education students who are African American or Hispanic deserves further investigation. Are these students somehow more severely handicapped? Are they concentrated in less effective schools? How can we best understand and remediate these discrepancies?

Overall, the CAHSEE requirement continues to have a significant impact on instruction and student achievement. Much work remains to be done in helping all students meet the standards for high school graduation that have been established. CDE and the Board face continuing challenges in implementing the CAHSEE requirement.

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APPENDIX A

CAHSEE Principal Survey—Spring 2003

California High School Exit Examination (CAHSEE) Evaluation
Principal Longitudinal Sample Survey Spring 2003

Principal Name:

School Name:

DIRECTIONS: *Please provide the following information by filling in the circle of the appropriate response or by writing an appropriate response.*

MARKING INSTRUCTIONS

- **Use a No. 2 pencil only.**
- **Do not use ink, ballpoint, or felt tip pens.**
- **Make solid marks that fill the response completely.**
- **Erase cleanly any marks you wish to change.**
- **Make no stray marks on this form.**

CORRECT: ● **INCORRECT:** ⊘ ⊠ ◒ ◔

1. Including the 2002-2003 school year, how many years...

...have you been a principal (or school-level administrator)?	... were you a teacher?	...have you worked in your present school?	...have you worked in public schools?

2. For the 2002-2003 school year:

How many teachers are on your staff?	What percentage of your teachers have taught at this school for 3 years or more?	What percentage of your teachers have earned advanced degrees (i.e., beyond BA/BS)?	What percentage of your teachers are certified in the subject they are teaching?
	%	%	%

3. Have there been any major staff or faculty changes in your school over the past three years? If so, please describe.

4. What is your school's student-counselor ratio?

- ○ less than 50:1
- ○ 50 to 100:1
- ○ 101 to 200:1
- ○ 201 to 300:1
- ○ greater than 300:1

5. Does your school have a test site coordinator?

- ○ yes
- ○ no
- ○ Will have by _____ *date*

6. What grades are taught at your school?

- ○ 9th, 10th, 11th, 12th
- ○ 10th, 11th, 12th
- ○ 7th, 8th, 9th
- ○ Other (please specify)_____

7. Indicate the various specialty education programs offered by your school. (Mark all that apply; estimate percentage (%) of students who participate in each; and comment.)

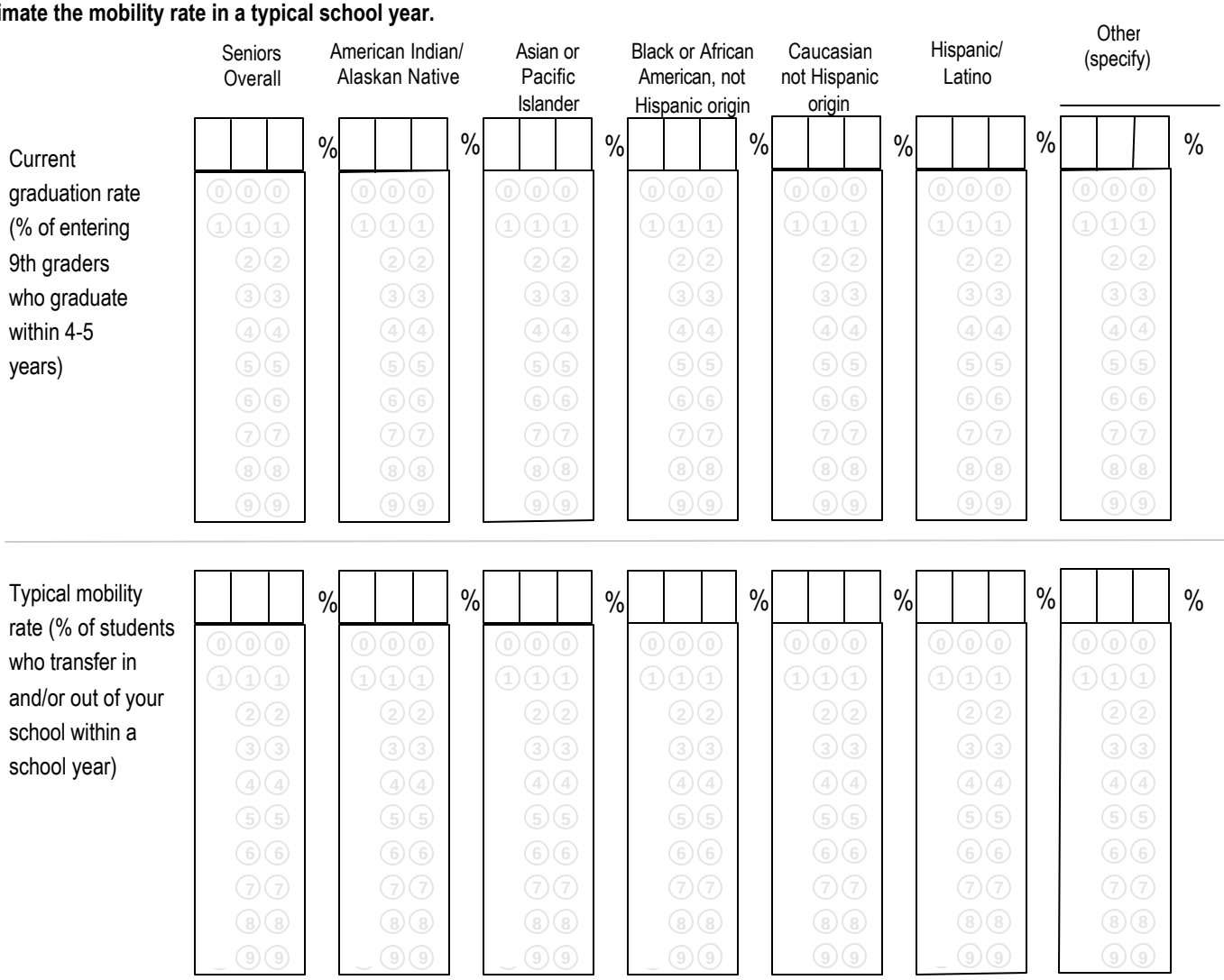
- ○ Remedial Courses ___ %
- ○ Magnet Program ___ %
- ○ Special Education ___ %
- ○ Program for English Learners ___ %
- ○ Multicultural/ Diversity-Based ___ %

Comments:

- ○ Advanced Placement ___ %
- ○ International Baccalaureate ___ %
- ○ School/ Community/ Business Partnerships ___ %
- ○ Targeted Tutoring ___ %
- ○ Other (specify) _____ ___ %

Comments:

8. Consider your students, overall, and within each of the following racial/ethnic groups. Estimate your current graduation rate. Estimate the mobility rate in a typical school year.



9. Based on your own most recent school data (e.g., Senior Survey), what percentage of your seniors indicated each main activity as their choice for the year after they graduate from high school? The percentages should total approximately 100%.

	0	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100 %
Working full time	○	○	○	○	○	○	○	○	○	○	○
Attending a vocational, technical, or business school	○	○	○	○	○	○	○	○	○	○	○
Attending a 2-year college	○	○	○	○	○	○	○	○	○	○	○
Attending a 4-year college, service academy, university	○	○	○	○	○	○	○	○	○	○	○
Serving in the regular military service	○	○	○	○	○	○	○	○	○	○	○
Other	○	○	○	○	○	○	○	○	○	○	○

○ *We do not collect this type of data.*

About the California High School Exit Examination (CAHSEE)

10. How useful do you find the CDE website as a source of information about the CAHSEE?

- ○ Not At All Useful
- ○ Slightly Useful
- ○ Somewhat Useful
- ○ Very Useful
- ○ I am not familiar with the CDE website.

11. a. How aware do you think students in your school are of the CAHSEE? (Mark all that apply.)

- ○ They know nothing about the exam.
- ○ They have only general information about the exam.
- ○ They know what knowledge and skills are covered by the exam.
- ○ They know the times of year when the exam is given.
- ○ They know which students have the opportunity to take the exam.

11. b. What is your estimate of the percentage of students in your school who are aware of what knowledge and skills are covered by the exam?

[ ][ ][ ] %

0 0 0
1 1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

12. a. How aware do you think parents of students in your school are of the CAHSEE? (Mark all that apply.)

- ○ They know nothing about the exam.
- ○ They have only general information about the exam.
- ○ They know what knowledge and skills are covered by the exam.
- ○ They know when the exam will be given.
- ○ They know which students have the opportunity to take the exam.

12. b. What is your estimate of the percentage of parents of students in your school who are aware of what knowledge and skills are covered by the exam?

[ ][ ][ ] %

0 0 0
1 1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

13. The relationship between your district standards for English/language arts and those described by the English-Language Arts Content Standards and the Reading/Language Arts Framework can best be described by which of the following statements? (Mark only one.)

- ○ Our district has adopted the state content standards.
- ○ The state content standards include more than our district content standards.
- ○ Our district content standards include more than the state content standards.
- ○ The two sets of content standards are different.
- ○ I cannot judge the relationship between our district standards and the state standards.
- ○ Our district does not have an official set of content standards

14. The relationship between your district standards for mathematics and those described by the Mathematics Content Standards and the Mathematics Framework can best be described by which of the following statements? (Mark only one.)

- ○ Our district has adopted the state content standards.
- ○ The state content standards include more than our district content standards.
- ○ Our district content standards include more than the state content standards.
- ○ The two sets of content standards are different.
- ○ I cannot judge the relationship between our district standards and the state standards.
- ○ Our district does not have an official set of content standards.

15. Consider the full set of state content standards and mark ALL that apply.

- ○ Our district encourages use of the content standards to organize instruction.
- ○ Our current E-LA textbooks align well with the content standards.
- ○ Our current math textbooks align well with the content standards.
- ○ We can cover all of the content standards with a mix of textbooks and supplemental material.
- ○ Our district is in the process of aligning its curriculum to the state standards.
- ○ Our district is in the process of aligning its curriculum across grade levels.
- ○ Our district has a plan, which ensures that all high school students receive instruction in each of the content standards.
- ○ Our district has a plan that ensures that all pre-high school students are prepared to receive instruction in each of the content standards.
- ○ Our district has adopted algebra as a graduation requirement.
- ○ Our district (or school) is hiring only teachers certified in their field.
- ○ Our district (or school) is assigning teachers only in their certified fields.

16. What activities has your school undertaken to prepare faculty/staff for the the CAHSEE? (Mark all that apply.)

- ○ No special preparation.
- ○ Administrators participated in test administration workshops.
- ○ Delivered local workshops on test administration.
- ○ Delivered local workshops on CAHSEE content (e.g., used Teacher Guides as a focal point for discussion).
- ○ Provided test taking strategies.
- ○ Other (please specify)_____

_____

17. Describe what you think about the CAHSEE individual and group score reports (e.g., ease of understanding, comprehensiveness, timeliness, usefulness for instruction, etc.)

- ○ *Have not seen a score report*

_____

_____

_____

_____

_____

_____

_____

_____

18. What information do you use to identify students needing extra help (e.g. in danger of failing CAHSEE or scoring Below Basic or Far Below Basic on the CST in their subject)? (Mark all that apply.)

- NRT results
- CST results
- District end-of-course (EOC) results
- District assessments (benchmarks, math facts, etc.)
- Teacher judgment
- Other

19. What activities did your school undertake to prepare students for the spring 2003 administration of the CAHSEE? (Mark all that apply.)	**For those activities you marked in the 1st column, mark the three (3) that you consider most important in your CAHSEE preparation.**	**For those activities you marked in the 1st column, what percentage of your students do you estimate are affected by each?**					
		0%	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
No special preparation							
Encouraged students to work hard and prepare							
Emphasized the importance of the CAHSEE							
Provided individual/group tutoring							
Had students work with computers							
Taught test-taking skills							
Modified curriculum							
Included teachers other than E-LA and math in instructional planning for the CAHSEE							
Increased summer school offerings							
Added homework							
Eliminated electives in favor of remedial classes							
Used school test results to change instruction							
Used school test results to design remedial instruction							
Adopted state content standards							
Changed graduation requirements to include courses that enhance student success on the CAHSEE							
Other (specify) _____							

20. During this school year (2002-2003), how much time, in total, do you estimate you have spent in activities specifically related to the CAHSEE (e.g., meetings, discussions, curriculum review, your professional development, your staff's development, etc.)?

- None
- Less than 6 hours
- 6-15 hours
- 16-35 hours
- More than 35 hours

21. Based on your knowledge of your faculty, what percentage of your teachers do you think understand the difference between *teaching to the test* and *aligning curriculum and instruction to the standards*?

- Fewer than 50%
- 50–74%
- 75–95%
- Greater than 95%
- Unsure

22. Based on your knowledge of your faculty, what percent of your teachers HAVE copies of CST/CAHSEE blueprints?

- ○ Fewer than 50%
- ○ 50-74%
- ○ 75-95%
- ○ Greater than 95%
- ○ Unsure

23. Based on your knowledge of your faculty, what percent of your teachers USE the blueprints for lesson planning?

- ○ Fewer than 50%
- ○ 50-74%
- ○ 75-95%
- ○ Greater than 95%
- ○ Unsure

24. What evidence do you collect that teachers are "teaching to the standards" (i.e. using standards documents, frameworks and/or blueprints)? (Mark all that apply.)

Subject	Goal setting and other individual conferences	Classroom visits—Walk thrus or Other informal interactions	Reports from department chairs or others responsible for supervising instruction	Discussions at faculty meeting	School or district level in-service	Teacher-generated instructional and assessment materials	Other
E-LA	○	○	○	○	○	○	○
Mathematics	○	○	○	○	○	○	○

25. How responsible do you think teachers other than those in E-LA and math view themselves for student success on the CAHSEE?

- ○ Very responsible
- ○ Somewhat responsible
- ○ Slightly responsible
- ○ Not at all responsible

26. What plans has your school made to prepare for assisting high school students who do not pass the exit exam or who do not seem prepared to take it? (Mark one response for each.)

	No Plan to Implement	Plan to Implement	Partially Implemented	Fully Implemented
○ No special plans				
Increased high school remedial courses	○	○	○	○
Reduced high school electives in favor of remedial classes	○	○	○	○
Increased high school summer school offerings	○	○	○	○
Provided individual/group tutoring	○	○	○	○
Had students work with computers for remedial instruction	○	○	○	○
Added homework	○	○	○	○
Adopted state content standards	○	○	○	○
Altered high school curriculum	○	○	○	○
Included teachers other than E-LA and math in instructional planning for the CAHSEE	○	○	○	○
Worked with feeder middle schools	○	○	○	○
Developed parent support program	○	○	○	○
Used school test results to change high school instruction	○	○	○	○
Evaluated high school students' abilities and place them in courses/programs accordingly	○	○	○	○
Ensured we are offering demanding courses from the beginning	○	○	○	○
Ensured that students are taking demanding courses from the beginning	○	○	○	○
Other (specify) _____	○	○	○	○

27. To what extent does the CAHSEE draw away resources from the following?

	Not At All	To a Slight Extent	To a Moderate Extent	To a Great Extent
Vocational courses	○	○	○	○
Advanced courses	○	○	○	○
Courses in other academic subject areas	○	○	○	○
Courses in the arts	○	○	○	○
Other (specify) _____	○	○	○	○

28. What percentage of your current 10th grade students do you think will pass the E-LA portion of the CAHSEE this school year?

- ○ Fewer than 50%
- ○ 50-74%
- ○ 75-95%
- ○ Greater than 95%
- ○ Unsure

29. What percentage of your current 10th grade students do you think will pass the math portion of the CAHSEE this school year?

- ○ Fewer than 50%
- ○ 50-74%
- ○ 75-95%
- ○ Greater than 95%
- ○ Unsure

30. Based on what you know about your school, what do you predict the impact of the CAHSEE, will be on...

	Strongly Decreased	Decreased	No Effect	Increased	Strongly Increased
a....student motivation prior to taking the exam for the first time?	○	○	○	○	○
b....motivation to excel for students who pass the first time?	○	○	○	○	○
c.... motivation to excel for students who do not pass the first time?	○	○	○	○	○
d....parental involvement prior to the first required administration of the exam?	○	○	○	○	○
e....parental involvement for students who pass the exam?	○	○	○	○	○
f....parental involvement for students who do not pass the exam?	○	○	○	○	○
g....student retention rates?	○	○	○	○	○
h....student dropout rates?	○	○	○	○	○

31a. Based on what you know about your school, its teachers, and its students, what do you think has been the influence of the CAHSEE on instructional practices?

- ○ Considerably Improved
- ○ Improved
- ○ No Effect
- ○ Weakened
- ○ Considerably Weakened

31b. If you indicated that instruction has been "Improved" or "Considerably Improved," give an example(s).

_____

_____

_____

_____

31c. If you indicated that instruction has been "Weakened" or "Considerably Weakened," give an example(s).

_____

_____

_____

32. Based on what you know about your school, what do you estimate the influence of the CAHSEE will be on classroom instructional practices...

	Considerably Improved	Improved	No Effect	Weakened	Considerably Weakened
a....this year (2002-2003)?	○	○	○	○	○
b....next year (2003-2004)?	○	○	○	○	○
c....in 2 years (2004-2005)?	○	○	○	○	○
d....in 4 years (2006-2007)?	○	○	○	○	○

33. What percentage of your school's current 10th grade students in each of the following groups would you say have had instruction that covers the English-Language Arts content standards for the exam?

	Fewer Than 50%	50-74%	75-95%	Greater Than 95%
a....all your school's 10th grade students	○	○	○	○
b....10th grade students with disabilities in SDC	○	○	○	○
c....10th grade students with disabilities in RSP	○	○	○	○
d....10th grade English learners	○	○	○	○
e....10th grade economically disadvantaged students	○	○	○	○
f....10th grade minority students	○	○	○	○

34. Which of the following do you think had an impact on your students' success in meeting the requirements of the CAHSEE? (Mark one response for each possible factor.)

	Not a Factor	Possibly a Factor	Definitely a Factor
a. Lack of preparation needed to pass	○	○	○
b. Lack of motivation	○	○	○
c. Poor attendance	○	○	○
d. Too many tests to prepare for	○	○	○
e. Language barriers	○	○	○
f. Our district's current level of standards in English or writing	○	○	○
g. Our district's current level of standards in math or algebra	○	○	○
h. Lack of credentialed E-LA teachers	○	○	○
i. Lack of credentialed math teachers	○	○	○
h. Other (specify) _____	○	○	○

35. What percentage of your school's current 10th grade students in each of the following groups would you say have had instruction that covers the mathematics content standards for the CAHSEE?

	Fewer Than 50%	50-74%	75-95%	Greater Than 95%
a....all your school's 10th grade students	○	○	○	○
b....10th grade students with disabilities in SDC	○	○	○	○
b....10th grade students with disabilities in RSP	○	○	○	○
c....10th grade English learners	○	○	○	○
d....10th grade economically disadvantaged students	○	○	○	○
e....10th grade minority students	○	○	○	○

36. Which of the following has your school implemented to promote learning for all students? (Mark one response for each.)

	No Plan to Implement	Plan to Implement	Partially Implemented	Fully Implemented
a. School, teacher, and student access to appropriate instructional materials	○	○	○	○
b. Encourage all students to take Algebra 1	○	○	○	○
c. Individual student assistance	○	○	○	○
d. Teacher and school support services	○	○	○	○
e. Student and parent support services	○	○	○	○
f. Teacher access to in-service training on content standards	○	○	○	○
g. Teacher access to in-service training on instructional techniques	○	○	○	○
h. Administrator and teacher access to in-service training for working with diverse student populations and different learning styles	○	○	○	○

37. To what extent <u>have</u> financial constraints limited your ability to provide the following services to help students pass the CAHSEE during the past three years?

	Not At All	To a Slight Extent	To a Moderate Extent	To a Great Extent
a. School, teacher, and students access to appropriate instructional materials	○	○	○	○
b. Remediation	○	○	○	○
c. Individual student assistance	○	○	○	○
d. Teacher and school support services	○	○	○	○
e. Student and parent support services	○	○	○	○
f. Teacher access to in-service training on content standards	○	○	○	○
g. Teacher access to in-service training on instructional techniques	○	○	○	○
h. Administrator and teacher access to in-service training for working with diverse student populations and different learning styles	○	○	○	○

38. To what extent do you anticipate financial constraints <u>will</u> limit your ability to provide the following services to help students pass the CAHSEE in the near future?

	Not At All	To a Slight Extent	To a Moderate Extent	To a Great Extent
a. School, teacher, and students access to appropriate instructional materials	○	○	○	○
b. Remediation	○	○	○	○
c. Individual student assistance	○	○	○	○
d. Teacher and school support services	○	○	○	○
e. Student and parent support services	○	○	○	○
f. Teacher access to in-service training on content standards	○	○	○	○
g. Teacher access to in-service training on instructional techniques	○	○	○	○
h. Administrator and teacher access to in-service training for working with diverse student populations and different learning styles	○	○	○	○

39. What plans or strategies do you and your faculty/staff have to prepare for Individual Education Program (IEP) or 504 Plan changes that will address participation of a student with a disability in the CAHSEE? At what stage are you in implementing these?

36. What plans or strategies do you and your faculty/staff have to help English Learners (EL) overcome language barriers so they can succeed in meeting the requirements of the CAHSEE? At what stage are you in implementing these?

37. Please describe any specific challenges you feel your school and students face in successfully meeting the requirements of the CAHSEE.

38. Please describe any specific benefits for your school and students that you feel are associated with the requirements of the CAHSEE.

39. Please write any comments about other factors specific to your school that are influencing preparation for or performance on the CAHSEE (e.g., community conditions, economic changes, parental views, etc.)

Thank you for your cooperation.

APPENDIX B

CAHSEE Teacher Survey—Spring 2003

California High School Exit Examination (CAHSEE) Evaluation
Teacher Longitudinal Sample Survey Spring 2003

Teacher Name:

School Name:

DIRECTIONS: *Please provide the following information by filling in the circle of the appropriate response or by writing an appropriate response.*

MARKING INSTRUCTIONS

- **Use a No. 2 pencil only.**
- **Do not use ink, ballpoint, or felt tip pens.**
- **Make solid marks that fill the response completely.**
- **Erase cleanly any marks you wish to change.**
- **Make no stray marks on this form.**

CORRECT: ● **INCORRECT:** ⊘ ⊠ ◒ ◔

1. What is your highest level of education?

- ○ Bachelor's (4-year) degree
- ○ Some graduate school
- ○ Master's Degree
- ○ Doctorate Degree
- ○ Other (specify) _____

2. What is the primary subject area you teach?

- ○ English-Language Arts (E-LA)
- ○ Mathematics (Math)

3. Are you certified in your primary subject area?

- ○ Yes
- ○ No (specify other area) _____

4. Including the 2002-2003 school year, how many years have you...

....been a teacher? _____

....been a teacher in your primary subject area? _____

....taught in your present school? _____

About You and Your Classes

For the purposes of this survey, please think of your typical classes and answer the following set of questions with an emphasis on your 9th and 10th grade students.

5. What grade level do you teach? (Mark all that apply.)

- ○ 9th
- ○ 10th
- ○ 11th
- ○ 12th

6. What is your average enrollment per class period this year?

_____

7. What is the average percentage of the students in your classes who speak English fluently?

- ○ 100%
- ○ 90% - 99%
- ○ 75% - 89%
- ○ 50% - 74%
- ○ Less than 50%

8. Think about the level of preparation that students in your classes have in your subject area -- English-Language Arts (E-LA) or math -- for proficiency on the CAHSEE.

If you are an **English-Language Arts teacher**, estimate the overall average percentage of students in each of the following categories:

Excellent E-LA preparation _____

Good E-LA preparation _____

Fair E-LA preparation _____

Poor E-LA preparation _____

Total = 100%

If you are a **mathematics teacher**, estimate the overall average percentage of students in each of the following categories:

Excellent math preparation _____

Good math preparation _____

Fair math preparation _____

Poor math preparation _____

Total = 100%

9. On average, how much time do you believe students in your classes spend each week on your assignments outside of the classroom?

- ○ None
- ○ Less than 1 hour
- ○ 1 - 3 hours
- ○ More than 3 hours

10. In general, how often do you plan for students in your classes to: ...? (Please mark the appropriate circle for each of the following.)

	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Once a Grading Period	Never or Hardly Ever
a. Do work from their textbooks	○	○	○	○	○
b. Do work from supplemental materials	○	○	○	○	○
c. Do work on the computer	○	○	○	○	○
d. Work with hands-on materials, physical models, or manipulatives	○	○	○	○	○
e. Work in pairs or small groups	○	○	○	○	○
f. Take quizzes or tests	○	○	○	○	○
g. Be asked to apply subject area knowledge to real-world situations	○	○	○	○	○
h. Write a few sentences about a topic or its consequences (or a math problem or its solution)	○	○	○	○	○
i. Write reports or complete projects	○	○	○	○	○
j. Conduct research on issues or ideas	○	○	○	○	○
k. Present their work to the class	○	○	○	○	○

11. During the current school year (2002-2003), how much time, in total, did you spend in professional development workshops, in-service, or seminars in your primary subject area? Include attendance at district-sponsored training and external training.

- ○ None
- ○ Less than 6 hours
- ○ 6 - 15 hours
- ○ 16 -35 hours
- ○ More than 35 hours

12. To what extent do you think your instruction has benefited from professional development over the past three years?

- ○ Not At All
- ○ To a Slight Extent
- ○ To a Moderate Extent
- ○ To a Great Extent

About the California High School Exit Examination

13. How useful do you find the CDE website as a source of information about the CAHSEE?

- ○ Not At All Useful
- ○ Slightly Useful
- ○ Somewhat Useful
- ○ Very Useful
- ○ I am not familiar with the CDE website.

14. How useful do you find the CAHSEE Remediation Guide as a source of information to help prepare your students for the CAHSEE?

- ○ Not At All Useful
- ○ Slightly Useful
- ○ Somewhat Useful
- ○ Very Useful
- ○ I am not familiar with the CAHSEE Remediation Guide.

15. If you are an English-Language Arts teacher, based on your knowledge of the E-LA content standards tested by the CAHSEE, what proportion of these standards are covered by your school's current curriculum?

- ○ Less than ¼
- ○ ¼–½
- ○ About ¾
- ○ Almost all
- ○ No knowledge of the CAHSEE English-Language Arts standards

16. If you are a mathematics teacher, based on your knowledge of the mathematics content standards tested by the CAHSEE, what proportion of these standards are covered by your school's current curriculum?

- ○ Less than ¼
- ○ ¼–½
- ○ About ¾
- ○ Almost all
- ○ No knowledge of the CAHSEE mathematics standards

17. Based on instruction in your school and what you know about your feeder schools, how well prepared to pass the High School Exit Examination were 10th graders in this school year (2002-2003)?

- ○ Very well prepared
- ○ Well prepared
- ○ Prepared
- ○ Not well prepared
- ○ Not at all prepared

18. To what extent are the following barriers to student success on the CAHSEE?

	Students in general	English Learners	SDC Students	RSP Students
a. Lack of Motivation	○	○	○	○
b. Poor Attendance	○	○	○	○
c. Insufficient Content Knowledge	○	○	○	○
d. Weak Test-Taking Skills	○	○	○	○

19a. During this school year (2002-2003), how much time, in total, do you estimate you have spent on classroom instruction preparation activities related to the CAHSEE (e.g., department planning, lesson plan review, etc)?

- ○ None
- ○ Less than 6 hours
- ○ 6-15 hours
- ○ 16-35 hours
- ○ More than 35 hours

19b. How much classroom instruction time do you estimate you spent on activities that you <u>would not have</u> if it weren't for the CAHSEE (e.g., unit or course review, etc.)?

- ○ None
- ○ Less than 6 hours
- ○ 6–15 hours
- ○ 16–35 hours
- ○ More than 35 hours

19c. During this school year (2002-2003), how much time, in total, do you estimate you have spent in activities related to the CAHSEE (e.g., faculty and department meetings, discussions, staff development, etc.)?

- ○ None
- ○ Less than 6 hours
- ○ 6-15 hours
- ○ 16-35 hours
- ○ More than 35 hours

20. How would you rate the quality of the professional development related to the California High School Exit Examination you have received this year...

	Poor	Fair	Good	Excellent	Did not have any
From local sources?	○	○	○	○	○
From state sources?	○	○	○	○	○

21. What activities did you personally undertake to prepare your students for the spring 2003 administration of the CAHSEE? (Mark all that apply.)

	For those activities you marked in the 1st column, mark the **three** (3) that you consider **most important** in CAHSEE preparation for your students.
○ No special preparation	○
○ Encouraged students to work hard and prepare	○
○ Emphasized the importance of the CAHSEE	○
○ Encouraged students (and through their parents) to take demanding courses	○
○ Provided individual/group tutoring	○
○ Had students work with computers for remedial instruction	○
○ Taught test-taking skills	○
○ Increased classroom attention to content standards covered by the CAHSEE in the weeks preceding the CAHSEE	○
○ Worked with feeder school teachers	○
○ Modifed my instruction	○
○ Encouraged other teachers to include instructional activities that incorporate E-LA or math standards	○
○ Talked with my students	○
○ Added homework	○
○ Administered "early warning" tests	○
○ Used class test results to change instruction	○
○ Used class test results to design remedial instruction	○
○ Encouraged summer school attendance	○
○ Suggested remedial classes rather than electives	○
○ Talked or worked with parents	○
○ Other (specify) _____	○

22. How responsible do you think teachers other than E-LA and math view themselves for student success on the CAHSEE?

- Very responsible
- Somewhat responsible
- Slightly responsible
- Not at all responsible

23. How would you characterize your opinion of the CAHSEE?

- Very positive
- Positive
- Neutral
- Negative
- Very negative

24. How do you think your opinion of the CAHSEE compares to other teachers in your department (English or Math)?

- Much more positive
- Somewhat more positive
- About the same
- Somewhat more negative
- Much more negative
- Do not know

25. Based on what you know about your school, what do you predict the impact of the CAHSEE, will be on...

	Strongly Decreased	Decreased	No Effect	Increased	Strongly Increased
a. ...student motivation prior to taking the exam?	○	○	○	○	○
b. ...motivation to excel for students who pass?	○	○	○	○	○
c. ...motivation to excel for students who do not pass the exam?	○	○	○	○	○
d. ...parental involvement for students who pass the exam?	○	○	○	○	○
e. ...parental involvement for students who do not pass the exam?	○	○	○	○	○
f. ...student retention rates?	○	○	○	○	○
g. ...student dropout rates?	○	○	○	○	○

26a. Based on what you know about your school, its teachers, and its students, what do you think has been the influence of the CAHSEE on instructional practices?

- Considerably Improved
- Improved
- No Effect
- Weakened
- Considerably Weakened

26b. If you indicated that instruction has been "Improved" or "Considerably Improved," give an example(s).

_____

_____

_____

26c. If you indicated that instruction has been "Weakened" or "Considerably Weakened," give an example(s).

_____

_____

_____

27. Based on what you know about your school, what do you estimate the influence of the CAHSEE will be on instructional practices...

	Considerably Improved	Improved	No Effect	Weakened	Considerably Weakened
a....this year (2002-2003)?	○	○	○	○	○
b....next year (2003-2004)?	○	○	○	○	○
c....in 2 years (2004-2005)?	○	○	○	○	○
d....in 4 years (2006-2007)?	○	○	○	○	○

28. Please describe any specific challenges you feel your school and students face in meeting the requirements of the CAHSEE.

29. Please describe any specific benefits for your school and students that you feel are associated with meeting the requirements of the CAHSEE.

30. Please write any comments about other factors specific to you, your classes, or your school that are influencing preparation for or performance on the CAHSEE (e.g., community conditions, economic changes, parental views, etc.)

Thank you for your cooperation.

APPENDIX C

CAHSEE School Site Testing Coordinator Survey—Spring 2003

California High School Exit Examination (CAHSEE) Evaluation
School Site Testing Coordinator Survey
Spring 2003 10th Grade Administration

Coordinator Name:
School Name:

DIRECTIONS: *This survey should be completed by the person primarily responsible for CAHSEE test coordination at your school. Please provide the following information by filling in the circle of the appropriate response or by writing an appropriate response.*

MARKING INSTRUCTIONS

- **Use a No. 2 pencil only.**
- **Do not use ink, ballpoint, or felt tip pens.**
- **Make solid marks that fill the response completely.**
- **Erase cleanly any marks you wish to change.**
- **Make no stray marks on this form.**

CORRECT: ● **INCORRECT:** ⊘ ⊠ ◒ ◔

1. What is your position? (Mark all that apply.)

- ○ Principal
- ○ Assistant Principal
- ○ Test Coordinator
- ○ Counselor
- ○ Teacher
- ○ Other (please specify) _____

2. Which part(s) of the 2003 CAHSEE did you coordinate?

- ○ E-LA only
- ○ Math only
- ○ E-LA and Math

3. Where did you get information on how to administer the 2003 CAHSEE? (Mark all that apply.)

- ○ ETS-Test Administrator Training Workshop
- ○ Video by ETS
- ○ CDE update meetings
- ○ Directions for Administration and School Coordinator's Manual
- ○ District workshop
- ○ Other (please specify) _____

4. What, if any, of the information needed clarification or correction? Please describe (Link your reponse to #3 by identifying the information source(s).)

_____

_____

_____

_____

_____

5. Please describe what information was most helpful. (Link your response to #3 by identifying the information source(s).)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

6. Did you face any problems that were not covered in the information you received? (Link your response to #3 by identifying the information source(s).)

- ○ No
- ○ Yes (please describe)

_____

_____

_____

_____

_____

_____

7a. How does your school keep track of which students need to take each portion of the CAHSEE?

_____
_____
_____

7b. How does your school keep track of which students passed each portion of the CAHSEE?

_____
_____
_____

7c. How does your school identify students who transfer into your district and school?

_____
_____
_____

7d. What suggestions do you have for managing this process in the future?

_____
_____
_____

8a. What kind of facility did you use to administer the CAHSEE in spring 2003? (Mark all that apply.)

- ○ On-site classrooms
- ○ On-site large room (e.g., auditorium or gymnasium)
- ○ Off-site classrooms
- ○ Off-site large room (e.g., auditorium or gymnasium)
- ○ Not sure

8b. What kind of facility do you plan to use to administer the CAHSEE in spring 2004? (Mark all that apply.)

- ○ On-site classrooms
- ○ On-site large room (e.g., auditorium or gymnasium)
- ○ Off-site classrooms
- ○ Off-site large room (e.g., auditorium or gymnasium)
- ○ Not sure

9. What did you do to prepare proctors and monitors? (Mark all that apply.)

- ○ No preparation
- ○ Conducted workshop
- ○ Distributed excerpts of the directions for test administrators
- ○ Developed step-by-step procedure
- ○ Described general requirements
- ○ Other (please specify) _____

_____
_____

10. Did you take advantage of the option to have NCS pre-code answer sheets?

○ No ○ Yes

11. Will you take advantage of the pre-coding option for the next administration?

○ No ○ Yes ○ Not sure

12. What proportion of eligible students in each category do you estimate you tested?

	None	Fewer than Half	About Half	Most	All
English Learners (EL)	○	○	○	○	○
Special Ed	○	○	○	○	○

13. What <u>accommodations</u> (that did not fundamentally alter what the test measures) did you provide? (Mark all that apply.)

- ○ Large print versions
- ○ Test item enlargement
- ○ Braille transcriptions
- ○ Markers, masks, or other means to maintain visual attention
- ○ Reduced numbers of items per page
- ○ Audio or oral presentation (math only)
- ○ Verbal, written, or signed responses
- ○ Assistive devices and technologies that are regularly used during testing
- ○ Setting accommodation
- ○ Timing/scheduling accommodations
- ○ None

14. What modifications did you provide?

- ○ Calculators for math
- ○ Audio or oral presentation for E-LA
- ○ None
- ○ Other (please specify) _____

15. What did you do with students who finished the first section early?

- ○ Had them go directly to the second section
- ○ Had them stay in the room until the scheduled break
- ○ Had them wait outside the room until the scheduled break
- ○ Other (please specify) _____

16. What did you do with students who had not finished by the break between sessions?

- ○ All students finished by the time scheduled for the break
- ○ Delayed the break until all students had finished
- ○ Had all students take the break and, if needed, finish the section after the break
- ○ Had students who were not finished work through the break
- ○ Moved students who were not finished to another room
- ○ Other (please specify) _____

17. What did you do with students who had not finished by the time lunch was scheduled?

- ○ All students finished by lunch
- ○ Released students to lunch and had them come back to finish
- ○ Had students work through lunch
- ○ Other (please specify) _____

18. Were any special education students unable to take the test even with accommodation or modification? Please describe the student who was affected and the conditions.

19. What did students in other grades do during the administration of the CAHSEE?

- ○ Special school-wide activity
- ○ Regular classes but revised schedule
- ○ Regular classes and regular schedule
- ○ Other (please specify) _____

20. What impact did the testing have on attendance of the other grades?

- ○ Higher attendance than normal
- ○ No impact
- ○ Lower attendance than normal

21. How do you plan to use the results? (Mark all that apply.)

- ○ Guide individual counseling decisions
- ○ Revise current courses
- ○ Design remedial courses
- ○ Other (please specify) _____

22. What will you do differently for the next CAHSEE administration?

23. Describe any security-related concerns or issues you had with administering the CAHSEE.

24. Please write any comments about factors specific to your school that are influencing preparation for or performance on the CAHSEE (e.g., community conditions, economic changes, parental views,etc.)

Thank you for your cooperation.